

**REPORT
OF
THE COMMITTEE
TO EXAMINE IMPLEMENTATION OF THE
RECOMMENDATIONS OF GUJRAL COMMITTEE
FOR PROMOTION OF URDU
सन्यमेव जयते
1990**

ACKNOWLEDGEMENTS

The Committee of Experts set up to examine implementation of the Gujral Committee's recommendations for Promotion of Urdu is indebted to the Union Minister of State for Education for the help and encouragement given by him and his Department during its deliberations. We are grateful to Shri Anil Bordia, Union Education Secretary, Shri S. Gopalan, Additional Secretary and Shri P.K. Seth, Deputy Secretary, Department of Education for all the facilities provided by them during our meetings and interaction. We are also thankful to the Central Government Officers who participated in our deliberations and made presentations on behalf of their Organisations/Departments. We are particularly grateful to the State Government who made arrangements for our visits to the State and meetings with officials as well as non-officials during our on-the-spot assessment of the status of implementation in States.

We wish to place on record our appreciation of the excellent work done by the Member-Secretary, Shri K.K. Khullar and his staff, particularly Shri K.S. Sharma, Desk Officer, Shri S.P. Sharma, Assistant, Ms. Sarla Arya, Shri Avinash Aggarwal, Shri S.K. Mitter, Ms. Jayalakshmi Kannan, Ms. Bala Ilango, Stenographers, Shri Mohammed Zainuddin of BPU, Shri Amrik Singh, Assistant, and the staff of Wing Registry and S/Shri Narinder Kumar and Mohinder Singh. The hard work, commitment and dedication of this team has enabled the Committee to finalise its report expeditiously.



ALI SARDAR JAFRI,
Chairman

Committee to examine the implementation
of the recommendations of the
Gujral Committee for Promotion of Urdu

New Delhi
September 18, 1990.

ALI SARDAR JAFRI,
Chairman,
Committee to examine the implementation of
the recommendations of Gujral Committee for
Promotion of Urdu

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September 18, 1990

Dear Shri Chimanbhai Mehta,

We have great pleasure in presenting to you the Report of the Committee of Experts to examine implementation of recommendations of the Gujral Committee for Promotion of Urdu.

2. We have tried our best to undertake a comprehensive review of the various issues connected with the recommendations of the Gujral Committee. In our Report, we have provided a workable basis for future course of action. This, we earnestly hope, will facilitate speedy implementation of the recommendations of our Committee.

3. We take this opportunity of pointing out that the implementation of the recommendations of the Gujral Committee suffered greatly because the recommendations did not have legal or official sanction behind them. As a result, their implementation depended entirely on the attitude and judgement of individual Ministries and Departments of the Central and the State Governments, at a particular point of time. It is absolutely necessary that the recommendations of the Gujral Committee should be placed on a firm footing. The Union Cabinet should take a definite decision on each of the recommendations and adopt these in the form of a comprehensive Resolution which should be moved later for endorsement in both the Houses of Parliament. This, according to the Committee, will ensure speedy implementation of the recommendations of the Gujral Committee for Promotion of Urdu.

4. On this occasion, we wish to express the Committee's sincere gratitude for the help and encouragement which it has received from you and your Ministry. I also wish to place on record my gratitude to the members of the Committee, particularly Shri K.K. Khullar, the Member-Secretary and his staff for their hard and devoted work in connection with the functions of this Committee.

With best regards,

Yours sincerely,

Sd/-

(ALI SARDAR JAFRI)

Shri Chimanbhai Mehta,
Minister of State for Education in the
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CHAPTER I

INTRODUCTION

The Government of India constituted by Resolution dated February 15, 1990 a Committee of Experts to examine implementation of the Recommendations of the Gujral Committee for Promotion of Urdu. The composition of the Committee was as follows :

1. Shri Ali Sardar Jafri, Bombay.	Chairman
2. Dr. Raj Bahadur Gour, Vice-President, Anjuman Taraqqi-e-Urdu, Hyderabad, Andhra Pradesh.	Member
3. Prof. Shakeel-ur-Rahman, Member of Parliament, Formally Vice-Chancellor of Muzaffarpur University as well as of Mithila University, Bihar.	Member
4. Prof. Qamar Rais, Head of Department of Urdu, Delhi University, Delhi.	Member
5. Dr. Mohd. Hassan, Retired Chairman of the School of Languages, Jawaharlal Nehru University—President of All India Urdu Teachers Association.	Member
6. Kunwar Mohinder Singh Bedi, Formerly Vice-Chancellor of Taraqqi-e-Urdu Board.	Member
7. Prof. Gopi Chand Narang, Professor of Urdu, Delhi University, Delhi.	Member
8. Shri Anand Sarup, Formerly Education Secretary, Government of India.	Member
9. Shri Kashmiri Lal Zakir, Novelist-Writer, Secretary, Haryana Urdu Academy, Chandigarh.	Member



10. Ms. Amrita Pritam, Member of Parliament, New Delhi.	Member
11. Dr. Mumtaz Ahmed, President, Al Ameen Education Society, Bangalore.	Member
12. Shri Ram Lall, Member, U.P. Urdu Academy, Lucknow.	Member
13. Prof. Namwar Singh, Jawaharlal Nehru University, New Delhi.	Member
14. Dr. Khalique Anjum, New Delhi.	Member
15. Shri K. K. Khullar, Consultant and former Director (Language), Department of Education, Ministry of Human Resource Development, Govt. of India.	Member-Secretary

2. Dr. Mohd. Hassan did not accept the membership of the Committee. Prof. Shakeel-ur-Rahman could not attend the meetings.

The terms of reference for the Committee were :

- (i) To examine the recommendations of the Gujral Committee and to assess the present status of their implementation; and
- (ii) Keeping in view (i) above, to advise regarding implementation of the Gujral Committee recommendations.

3. The Committee was requested to submit its report within a period of three months from the date of its first meeting.

4. A copy of the Resolution dated February 15, 1990 is placed at Annexure I.

5. Immediately after the formation of the Committee of Experts, the Member-Secretary of the Committee addressed letters to all the States/Union Territories, and the concerned Ministries/Departments of the Government of India requested them to send brief status Reports on the implementation of the recommendations concerning them.

6. The Committee observed that, since there were different versions regarding the implementation of the recommendations of the Gujral Committee, the representatives of the Expert Committee should establish contact with the State Governments as well as Voluntary Organisations engaged in the Promotion of Urdu, to assess the up-to-date position on-the-spot. The Committee constituted four Sub-Committees for this purpose, with the following composition :

Sub-Committee No. I

(States : Uttar Pradesh, Bihar and West Bengal)

- (i) Dr. Qamar Rais ;
- (ii) Shri Ram Lall ;
- (iii) Dr. Khalique Anjum. Convenor

Co-opted Members :

- (i) Shri Ali Jawaz Zaidi, Lucknow;
- (ii) Prof. S.S. Dasnavi, Patna;
- (iii) Shri Shanti Ranjan Bhattacharya, Calcutta.

Sub-Committee No. II

(States : Delhi, Haryana and Himachal Pradesh)

- (i) Kunwar Mohinder Singh Bedi ; Convenor
- (ii) Shri Kashmiri Lal Zakir.

Co-opted Members :

- (i) Prof. S.R. Kidwai, J.N.U., New Delhi;
- (ii) Shri Hira Nand Soz, 271, Sector 7-A, Faridabad-121006.

Sub-Committee No. III

(States : Madhya Pradesh, Rajasthan and Gujarat)

- (i) Kunwar Mohinder Singh Bedi;
- (ii) Shri Kashmiri Lal Zakir;
- (iii) Prof. Gopi Chand Narang. Convenor

**Co-opted Members :**

- (i) Shri Rehmat Amrohi, Ahmedabad;
- (ii) Akhtar Sayyad Khan, Advocate, Inside Itwara, Bhopal.

Sub-Committee No. IV

(States : Andhra Pradesh, Karnataka and Maharashtra)

- (i) Shri Ali Sardar Jafri ;
- (ii) Dr. Mumtaz Ahmed ;
- (iii) Dr. Raj Bahadur Gour. Convenor

Co-opted Members :

- (i) Shri B.N. Raman, ex-chief Secretary, Andhra Pradesh, Hyderabad, "Visakha", Road No. 12, Banjara Hills, Hyderabad-500034.
- (ii) Dr. Abdul Sattar Dalvi, Head, Urdu Department, Bombay University, Bombay.
- (iii) Sayeed Manzoor Ahmed, Head, Urdu Department, J.S. College, Mysore.

Prof. Gopi Chand Narang, because of his foreign assignment, expressed his inability to function as Convenor of Sub-Committee No. III. This was agreed to. Consequently, Dr. Khalique Anjum, Convenor of Sub-Committee No. I was requested to accept the convenorship of Sub-Committee No. III for the States of Madhya Pradesh and Rajasthan, and the membership of Sub-Committee No. II. The State of Gujarat was, however included in Sub-Committee No. IV of which Dr. Raj Bahadur Gour was

the Convenor. These Sub-Committees visited Uttar Pradesh, Bihar, West Bengal, Delhi, Haryana, Himachal Pradesh, Rajasthan, Gujarat, Andhra Pradesh, Karnataka and Maharashtra. However, it was not possible to visit the State of Madhya Pradesh.

7. A letter was received from the Government of India on March 14, 1990 requesting the Committee to advance the submission of the Report to April 30, 1990 or if this was not feasible, an Interim Report on some of the vital recommendations may be given to the Government by this date.

8. Responding to the letter of March 14, 1990 from the Government of India, the Committee took up the preparation of an Interim Report by April 30, 1990. However, it requested the Government by a Resolution at Annexure II that, in the meanwhile, it should immediately set up an inter-ministerial Empowered Committee on the usual pattern followed in such cases to take substantive decisions on Gujral Committee's recommendations and also write an urgent letter to the State Governments to set up similar Committees for deciding on issues falling within their purview. The Committees urged that the Government of India should ensure that the Empowered Committee would complete its Report within a month so that the Committee of Experts would be enabled to finalise practical recommendations for implementation after taking into view the substantive decisions of the Government of India and State Governments. The Committee was of the view that immediate appointment of the Empowered Committee would go a long way in generating confidence in the Committee and the public about Government's determination to implement the recommendations of the Gujral Committee.

9. In its 1st meeting, Prof. Namwar Singh was unanimously elected as the Vice-Chairman of the Committee.

10. The Committee deliberated on March 20-21, 1990, and April 9-10, 1990 and also considered the Three Language Formula in a Sub-Committee on 2nd April, 1990. Later its Drafting Committee met on April 17, 1990 to finalise the draft for the Interim Report for consideration of the Committee. The names of the members of the Sub-Committee on Three Language Formula and the Drafting Committee are as follows :

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I. Sub-Committee on Three Language Formula

- (i) Prof. Namwar Singh,
- (ii) Prof. Qamar Rais,
- (iii) Prof. Gopi Chand Narang,
- *(iv) Dr. Khalique Anjum,
- (v) Dr. (Mrs.) D.M. de Rebello, Joint Secretary (Schools), Department of Education, Ministry of Human Resource Development.
- (vi) Shri K.K. Khullar.

II. Drafting Committee

- (i) Prof. Qamar Rais,
- (ii) Kunwar Mohinder Singh Bedi,
- (iii) Dr. Khalique Anjum,
- (iv) Shri K.K. Khullar.

The draft was considered and finalised in the meeting of the Committee held on April 19-20, 1990.

*Special Invitee.

11. The Interim Report was submitted to the Government on April 20, 1990. Its recommendations were confined to Education, Constitutional Safeguards and Legislation. So far as Education is concerned, in consonance with Article 350-A of the Constitution, the Committee recommended the teaching of Urdu at the primary stage and also the setting up of State-level committees under the Chairmanship of Chief Ministers to monitor the arrangements. The Committee reiterated the Gujral Committee's recommendations regarding the setting up of Urdu medium primary schools where there are 10% or more Urdu speakers and, the provision of bilingual Urdu teachers where Urdu-speaking population constitutes less than 10% of the population. At the secondary stage also, a similar pattern was recommended on the criterion of 10% Urdu-speaking population. It was also proposed that one Urdu medium higher secondary school should be opened for groups of 8-10 primary schools in cities, having concentration of Urdu speakers. In addition, the Committee recommended that the Three Language Formula may be modified by making special provision for teaching of Urdu as one of the modern Indian languages.

12. After the submission of the Interim Report, the Committee took stock of the quantum of work required for the formulation and submission of the Final Report in its meeting held on June 6-8, 1990. It was clear that the Committee would have to examine a large number of recommendations concerning the Central and the State Governments and also organise the visits of its Sub-Committees to various States to interact with eminent individuals and organisations engaged in the promotion of Urdu. It also needed consultation with the Committee set up by the Government to review the National Policy on Education-1986. Accordingly, the Government was requested by a Resolution of June 7, 1990 at Annexure III to extend the tenure of the Committee by three months. Initially the Government granted extension of only one month but subsequently, following a Resolution adopted by the Committee on July 6, 1990 at Annexure IV, and a letter of the Chairman of the Committee addressed to the Prime Minister, the Government extended the tenure of the Committee upto September 19, 1990.

13. In wider national interest and in view of the fact that the review of the National Policy on Education-1986 was already underway, it was felt that it will be fruitful if this Committee is enabled to interact with the Review Committee on issues associated with the arising from the recommendations of the Gujral Committee for promotion of Urdu. These issues include place of mother tongue in primary education (Article 350-A of the Constitution), secondary and university education, Three Language Formula and the place of Urdu therein, safeguards for linguistic minorities guaranteed in the Constitution of India under Article 29(1), 30(1), 350-A and 350-B, provision for educationally backward minorities as envisaged in para 4.8 of the National Policy on Education-1986 and the chapter XIV entitled "Minorities' Education" in the Programme of Action-1986. Other connected issues are non-availability of Urdu text-books, Adult Education and Non-Formal Education literature in Urdu, Correspondence Courses in Urdu and provision for research in Urdu language. The Department of Education was requested to make arrangements in this regard. A copy of Resolution adopted by the Committee on the subject is placed at Annexure V.

14. The Committee held ten meetings in all. After the submission of the Interim Report, the Committee held meetings on June 6-8, 1990; July 6, 1990; July 19-20, 1990; August 7, 8 and 10, 1990; September 3-4, September 11, and September 18, 1990. In its 6th meeting held on July 19-20, 1990, the Committee of Experts constituted a Drafting Committee for preparing a draft for the Final Report on the basis of the evidence of the official and non-official representatives of the Government in the Centre and the States, findings of the Sub-Committees, interaction with various organisations and individuals, the material received from various sources and the deliberations of the meetings of this Committee. The composition of the Drafting Committee is as under :

- (i) Dr. Raj Bahadur Gaur;
- (ii) Prof. Qamar Rais;
- (iii) Dr. Khalique Anjum; and
- (iv) Shri K.K. Khullar.

It was also decided that Dr. Namwar Singh, Vice-Chairman of the Committee will attend the meetings of the Drafting Committee whenever possible.

15. On June 6, 1990 the Committee held detailed discussion with Shri Saiyid Hamid, President, Anjuman Taraqqi Urdu (Hind), on different aspects of promotion of Urdu in the background of Gujral Committee Report. On June 7, 1990, the Committee made a courtesy call on Shri Chimanbhai Mehta, Minister of State for Education in the Ministry of Human Resource Development in his chamber in Shastri Bhawan, New Delhi. On July 6, 1990, the Committee called on Minister of State for Education again. On August 8, 1990, the interaction of the Committee of Experts with the National Policy on Education Review Committee (NPERC) took place at National Institute of Educational Planning and Administration (NIEPA). A brief report of the interaction is placed at Annexure VI.

16. The Drafting Committee held its meetings on August 21-24, 1990, and prepared the draft of the Report which was duly circulated to all the Members and placed before the Committee on September 3-4 and September 11, 1990 for consideration and finalisation.



CHAPTER II

BACKGROUND

17. A brief history of the events which led to the formation of the Committee of Experts is recapitulated in the paragraphs below.

18. The Government of India appointed a Committee for Promotion of Urdu under the Chairmanship of Shri I.K. Gujral, the then Union Minister of State for Works and Housing by a Resolution dated May 5, 1972. It was requested to advise the Government on the measures to be adopted for the promotion of Urdu language and the steps required to be taken to provide adequate facilities for Urdu speaking people in educational, cultural and administrative matters.

19. The Report of the Gujral Committee was received in the Ministry of Education on May 8, 1975. It runs into 269 pages and contains 187 recommendations covering a very wide spectrum of problems and issues.

20. The Gujral Committee Report was placed before the Cabinet on January 30, 1979. Thereafter, it was laid on the Table of both the Houses of Parliament on February 21, 1979. The Cabinet did not take any decision on the recommendations and instead decided that, since most of the recommendations of the Report would have to be implemented by the States, copies of the Report may be sent to the State Governments for ascertaining their views. Accordingly, copies of the Gujral Committee Report were made available to all the State Governments/Union Territory Administrations and the Institutions concerned, for examining the recommendations and sending their views to the Ministry.

21. The major recommendations of the Gujral Committee Report include the amendment of the Three Language Formula, use of Urdu for official purposes where there are 10% or more speakers of Urdu and provision of adequate safeguards for the Urdu linguistic minority. Besides, there are other recommendations regarding the use of Urdu as medium of instruction, training of Urdu teachers, setting up of Urdu Research Institutes, starting of Correspondence Courses in Urdu in universities, development of Urdu journalism and literature, increasing the frequency and the duration of Radio and TV broadcasts in Urdu and strengthening of the Bureau for Promotion of Urdu.

22. The Report of the Gujral Committee was also considered by Taraqqi-e-Urdu Board in its meeting held on June 4, 1979. On the recommendations of the Board, a Sub-Committee was constituted under the Chairmanship of Professor A.A. Suroor, the then Vice-Chairman of Taraqqi-e-Urdu Board, by the Ministry of Education and Culture, to consider the recommendations which could be implemented by this Ministry. In the meeting of the Taraqqi-e-Urdu Board held on May 20, 1980, it was decided to enlarge the scope of this Committee so as to cover the role of Urdu in all the Ministries of the Union Government.

23. The Sub-Committee submitted its report on November 12, 1982. When this report was placed before Taraqqi-e-Urdu Board in its meeting held on January 7, 1983, it was decided that the report may first be considered by the Standing Committee of the Taraqqi-e-Urdu Board. The Standing Committee considered the recommendations of the Sub-Committee in its meeting held on August 20, 1983.

It proposed that :

- (i) the most important and basic recommendation to accord official status to Urdu by modifying the official language Acts on the model of the Bihar Government be pursued with the State Governments;

- (ii) the State Governments may also be persuaded to recognise the Urdu educational system with Urdu medium from primary to secondary and collegiate levels as recommended by the Gujral Committee;
- (iii) the Government should establish an autonomous central body for Urdu with statutory powers with the Bureau for Promotion of Urdu providing the base;
- (iv) the Ministry should set up a permanent Standing Committee to watch the progress of implementation of Gujral Committee's recommendations; and
- (v) the recommendation of the Gujral Committee that the qualifying percentage with regard to the facilitaties in the spheres of administration for Urdu speaking linguistic minorities be reduced from 15 to 10, should be implemented.

24. The above recommendations were referred to the State Governments on April 6, 1984. On March 28, 1984, a Standing Committee to watch the progress and implementation of recommendations of the Committee for Promotion of Urdu was set up under the Chairmanship of Kunwar Mohinder Singh Bedi. On March 23, 1989, the Committee was reconstituted under the Chairmanship of Shri Sibte Razi, Member of Parliament. On February 15, 1990 the Government of India constituted a Committee of Experts under the Chairmanship of Shri Ali Sardar Jafri to examine implementation of the recommendations of the Gujral Committee,



CHAPTER III

STATUS OF IMPLEMENTATION BY THE CENTRAL GOVERNMENT

25. A report on the status of implementation of the recommendations of the Gujral Committee by the Ministries and Departments of the Central Government is attached as Annexure VII. The observations of the Committee on the status of implementation are as under :

- (i) the Gujral Committee made recommendation (5.175) that the Central Government should discuss the matter of the use of Urdu by the Legislatures and the publication of agenda papers etc. with the Chief Ministers and Speakers of the various State Legislatures and formulate acceptable guidelines. We find that only in Andhra Pradesh the Bills are introduced in Urdu and Urdu speeches are also recorded in Urdu. However, the Central Government has not conducted any dialogue or discussion and has not formulated uniform guidelines;
- (ii) the Gujral Committee's recommendation (5.179) regarding printing of electoral rolls in Urdu where Urdu speaking population is 10% and above, is not being implemented in any State except Maharashtra and Delhi;
- (iii) according to a Resolution of the Parliament in December, 1967, the Union Public Service Commission has allowed the use of any language included in the 8th Schedule and English as a medium for answering papers in general knowledge and essay. Two years later, it included an optional paper on any one of the 15 languages. However, the recommendation of the Gujral Committee that this facility should be extended to the concerned State Public Service Commissions also has not been implemented so far;
- (iv) with regard to Post and Telegraph Department, the Gujral Committee recommended (5.186 to 5.188) that it should print the various forms, including Money Orders forms, in Urdu, in substantially large quantities, to meet the demand from Urdu speakers all over the country, in areas with an Urdu speaking population of 10% and above. The Committee finds that this recommendation has also not been implemented;
- (v) the Gujral Committee recommended (5.189) that important notices and circulars of the Post and Telegraph Department should, in accordance with the norms suggested by the Committee, be published in Urdu in areas where Urdu speaking population is substantial. Even this has gone by default. The sign-boards of the Post and Telegraph Department are also not provided in Urdu anywhere except in some places in Andhra Pradesh; (5.190).
- (vi) with regard to the Railways, the Gujral Committee had recommended (5.195) that the names of the railway stations should be displayed in Urdu also in certain States specified by it. It also recommended (5.196) that if the stations from where the journey begins are in areas where Urdu happens to be second largest language after the regional language, the name of the station should be displayed in Urdu also. With regard to making available the Railway Time Table in Urdu, the Gujral Committee had recommended (5.192) that private individuals or organisations could print the Time Table in Urdu with the cooperation of the Railway Board. The Committee finds that the Time Table is not available in Urdu and that no effort has been made to involve the voluntary organisation in the process;

- (vii) education : Three Language Formula as enunciated in the 1968 Policy and reiterated in the 1986 Policy makes no mention of Urdu. The Formula recommended by the Gujral Committee (4.240 and 4.241) has not been implemented. The constitutional guarantees given to the linguistic minorities, in this case, the Urdu-speaking linguistic minority, have also not been fulfilled. The Gujral Committee modifications of the 10 : 40 and 15 : 60 Formulae have also been disregarded;
- (viii) the Gujral Committee's recommendations (4.370) that the Bureau for Promotion of Urdu should be suitably strengthened and assigned the task of coordinating and monitoring the work of the promotion and development of Urdu at the Centre and the States in the field of education, has remained un-implemented;
- (ix) the Gujral Committee's recommendation that two Research Institutes, one in the South and another in the North should be established to promote higher research in Urdu literature and language with particular reference to allied, classical and modern Indian languages and dialects has been disregarded;
- (x) the Gujral Committee's recommendation (4.368) that in view of the past role in the Jamia Millia Islamia and its potentialities for the future, financial assistance and other facilities should be provided to it for graduate and post-graduate studies through Urdu medium has not seen the light of the day;
- (xi) the Gujral Committee's recommendation (5.77) regarding the translation of laws and regulations has not been implemented. The representative from the Ministry of Law, in his evidence, however, stated that till date 222 Central Acts have been translated into Urdu out of which 204 have been approved by the Working group of the Official Language Wing, Legislative Department, Ministry of Law. These Acts, however, have not yet been printed;
- (xii) the Gujral Committee's recommendations regarding the media of Mass Communication with regard to the All India Radio have, by and large, been implemented particularly at the Centre;
- (xiii) the Gujral Committee's recommendation (5.214) regarding appointment of Producers/Assistant Producers having knowledge of Urdu in areas where there is sizeable population of Urdu speakers, has not been implemented;
- (xiv) the Gujral Committee's recommendation (5.215) that while drawing up the Urdu programmes, the fact that Urdu speakers belong to different communities and regions, should be kept in mind has not been implemented;
- (xv) the Gujral Committee's recommendation (5.216) concerning the broadcasting of developmental features and national programmes in Urdu has been implemented partially. However, these programmes are neither broadcast from the National Channel nor from the regional stations;
- (xvi) the Gujral Committee had recommended (5.217) that in the national programmes of plays and features, Urdu plays and features may be included on a more liberal scale. This recommendation has not been implemented;
- (xvii) the Gujral Committee's recommendation (5.23) that the question of faulty pronunciation of Urdu words should be looked into has not been implemented;

(xviii) the Gujral Committee's recommendation (5.224) for starting Slow Speed News Bulletins has not been implemented;

(xix) the Gujral Committee's recommendation with regard to PIB have, by and large, been implemented. So far as DAVP is concerned, their performance has improved. However, with regard to advertisements to Urdu press, the DAVP still adheres to the circulation criteria and has ignored the Gujral Committee's recommendation that the criteria should be relaxed in favour of Urdu press. Regarding Publication Division (5.229), Gujral Committee noticed that the number of books brought out in Urdu comprise only a small proportion of the total number of books published by that Division.



CHAPTER IV

STATUS OF IMPLEMENTATION IN STATES

26. The Sub-Committees constituted for on-the-spot assessment of the status of implementation of Gujral Committee's recommendations in States visited ten States and one Union Territory. A consolidated report of the Sub-Committees is placed at Annexure VIII. The salient features of the report are as follows :

- (i) article 350(A) of the Constitution lays down, that "it shall be the endeavour of every State and every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary, for securing the provision of such facilities." This provision of the Constitution has been disregarded in all the three aspects it emphasises viz. "endeavour", "adequate facilities" and "directions" to the States;
- (ii) education has been brought to the Concurrent list as a result of the 42nd Amendment of the Constitution in 1976. Although it was a far reaching step with regard to the sharing of responsibility between the Union Government and the States, no benefits have accrued to the Urdu speaking population by this measure;
- (iii) the state of primary education in Urdu in the country is highly unsatisfactory both quantitatively and qualitatively. To give only one example, there are only 1375 Urdu medium primary schools in Uttar Pradesh, which has an Urdu speaking population of 1,07,67,175 (according to 1981 census). The condition of these schools is deteriorating day by day, both in respect of numbers as well as quality of teaching ;
- (iv) the Gujral Committee's recommendation to set up Urdu medium primary schools where there are 10% or more Urdu speaking people has not been implemented in any of the States;
- (v) the condition of the Urdu medium secondary schools in the States is also highly unsatisfactory both quantitatively and qualitatively. In Uttar Pradesh, for example, there is not a single Government Urdu medium secondary school (Classes VI to X). The Gujral Committee's recommendations for setting up of one Urdu medium higher secondary school for groups of 8—10 primary schools in States having concentration of Urdu speaking people has not been implemented in any of the states;
- (vi) the Gujral Committee's recommendation regarding the Three Language Formula has not been implemented in any of the States in its true spirit;
- (vii) The Gujral Committee's recommendation for setting up of one Urdu medium college in each State has not been implemented (except in Andhra Pradesh) primarily because of the fact that there is no feeder channel due to the lack of facilities at the secondary level;
- (viii) the Gujral Committee's recommendation for starting of Correspondence Courses in Urdu in universities has remained, more or less, un-implemented;

- (ix) there is acute shortage of Urdu medium teachers in the country. The Gujral Committee's recommendation regarding training of Urdu teachers, short-term courses to meet the acute shortage of Urdu teachers, reservation of seats for Urdu in general training programmes, have not been implemented;
- (x) there is a general complaint that some Urdu text-books are not available at all while others are not available on time. This is also true for Adult Education and Non-Formal Education Centres. However, some States like Andhra Pradesh use the books prepared by Talim Ghar, Lucknow and Jamia Millia Islamia, New Delhi for Adult Education. Osmania University, Hyderabad is also preparing such books. The distribution machinery of the Urdu text-books is also inadequate. The position with regard to the provision of teaching aids in the Urdu schools is highly unsatisfactory. The Gujral Committee's recommendations (4.323 to 4.326) regarding production and availability of Urdu text-books have not been implemented;
- (xi) the machinery for ensuring standard and quality of Urdu medium schools as well as their inspection and supervision is inadequate because of lack of Urdu knowing staff;
- (xii) the Gujral Committee's recommendations in respect of Constitutional Safeguards and Legislation for Urdu speaking people under Article 345 of the Constitution to provide for official use of minority language or languages in the States/UTs have not been implemented. Although the States of Uttar Pradesh and Bihar have declared Urdu as the 2nd Official Language, no guidelines have been incorporated in the law to determine the purposes. Similarly, the Andhra Pradesh law provides for the official use of Urdu but does not give the guidelines to identify the purposes and the areas. The process of use of Urdu in administration in these States has also not yet been started;
- (xiii) the Gujral Committee's recommendation for setting up of suitable machinery for the redressal of grievances of Urdu speaking people under the Chairmanship of State Chief Ministers has remained unimplemented in many of the states;
- (xiv) the Gujral Committee's recommendation that State Governments should reassure the linguistic minorities that entry into services will not be denied to them on the basis of lack of knowledge of the language of the State, and that the candidates will acquire proficiency and pass departmental tests in it before confirmation, is not being implemented in the letter and spirit;
- (xv) the Gujral Committee's recommendation that criteria for advertisements to Urdu journals should be relaxed has not been followed by the State Governments. There are no training programmes for Urdu journalists in the states. Osmania University in Hyderabad has recently started a diploma course in Urdu journalism. The Offices of the PIB in the states do not prepare and release news and features in Urdu even in most vital areas of national life viz., education, family planning and other developmental programmes. The number of Urdu books in state-owned libraries, even in Urdu speaking areas, is highly inadequate. Books for children and women in Urdu are conspicuous by their absence in libraries.

CHAPTER V

RECOMMENDATIONS

27. The Gujral Committee Report is a landmark in history of Urdu in free India. The non-implementation of its major recommendations and the tardy implementation of others has been the greatest regret of the Urdu speaking population. The result is that Government's credibility has suffered. Accordingly, Gujral Committee's recommendations should be implemented within a time frame on priority basis. The Government should also remove, through a well organised mass media campaign, misgivings about Urdu being a foreign language. Urdu forms an integral part of nation's heritage and has vastly contributed to the enrichment of Indian culture. The injustice done to Urdu in our education system must end. Urdu must become a language of administration for specific purposes in areas where 10% of the population is Urdu speaking. Urdu's Indian character must be brought out effectively in our books as well as our text books and immediate measures be taken for the teaching of Urdu and in Urdu. Urdu must occupy a pride of place in the country's Three Language Formula.

28. The terms of reference laid down in the Resolution of the Government of India constituting the Committee of Experts confined its role either to examining the present status of implementation of recommendations of the Gujral Committee or to rendering advice regarding the modalities of their further implementation. It has, therefore, to be understood that this Committee has functioned within this framework.

Speedy and Time-bound Implementation

29. The recommendations of the Gujral Committee for Promotion of Urdu are now more than 15 years old and have suffered primarily from the lack of decision by the Government. And since these recommendations have no legal or official sanction behind them, the extent to which these are implemented would depend on the attitude and judgement of individual Ministries and Departments of the Centre and State Governments at a particular point of time. This Committee strongly feels that this should not be allowed to happen. Accordingly it recommends that the Cabinet should take a definite decision on each of the recommendations and incorporate them in a comprehensive Resolution, which later should be moved by the Government for endorsement in both the Houses of Parliament. This, according to the Committee, would ensure the speedy and time bound implementation of the recommendations thereby inspiring confidence in the Urdu speaking population of the country.

EDUCATION

Primary Education

30. The Committee carefully considered the question of Urdu as medium of instruction at the primary level and came to the conclusion on the basis of available facts and figures that the existing arrangements for teaching of Urdu at the primary stage are inadequate. Accordingly, it recommends that :

- (a) the Education Departments of the States, Union Territories and local authorities should, in the light of Article 350-A of the Constitution make necessary arrangements for teaching in Urdu at the primary stage for the benefit of those who claim it as their mother tongue. A Committee to monitor the implementation of these Constitutional commitments may be set up in the concerned States with Chief Ministers as Chairmen and consisting of official as well as non-official members;

(b) at present, facilities for education through the medium of Urdu at the primary stage are to be provided in institutions where there are ten students in a class or 40 in a school as a whole. This formula has been found inadequate to meet the needs of the Urdu speaking people. In substitution of this formula the Committee accepts the recommendations of the Gujral Committee that:

- (i) where in an area speakers of Urdu constitute ten per cent or more of the total population, one or more Urdu medium primary schools should be set up according to need. Such schools need not be exclusively of one medium. Efforts should be made to keep Urdu and non-Urdu medium students at the same school to avoid segregation;
- (ii) in an area where Urdu speaking people constitute less than ten per cent of the total population, an Urdu teacher should be provided in such schools as are likely to get a minimum of ten Urdu speaking students. This likelihood should be determined on the basis of the population of Urdu speaking children of school going age in the area concerned;
- (iii) for immediate purposes, bilingual teachers may be appointed in schools mentioned in (ii) above. The existing teachers in such schools may also be given incentives to learn Urdu additionally; *(4.132)
- (iv) the facility of Balwadis and Anganwadis at the pre-primary level should be made available to Urdu speaking children to feed Urdu medium primary schools and improve their standard.

Secondary Education

31. The Committee accepts the recommendations of Gujral Committee regarding Secondary Education and reiterates that:

- (i) at the secondary stage of education, the present formula, which required the enrolment of 15 students belonging to a particular linguistic minority in each class and 60 in the last four classes before the facility of studying in the minority language concerned is provided, has presented a number of hurdles in actual practice. In substitution of this formula, it should be presumed that two-third of the students leaving primary schools would be desirous of moving on to the next stage of education. Urdu medium sections in the existing secondary schools should be provided on this basis and Urdu knowing teachers appointed in anticipation of students offering Urdu as medium. The emphasis should be on students studying through different media in the same school;
- (ii) in the case of higher secondary schools in cities having concentration of Urdu speakers, one Urdu medium higher secondary school may be opened for every group of 8 to 10 primary schools; (4.195 & 4.202)
- (iii) state Governments should help in raising the standard of teaching in such Urdu medium higher secondary as are seen by linguistic minorities themselves; (4.197)
- (iv) the pre-conditions, if any, for permitting the setting up of Urdu medium higher secondary schools and sections privately should be relaxed in favour of the linguistic minorities setting up such schools or sections, and the procedure so simplified that the required permission would be granted within two months of the date of application. (4.198)

*Recommendation number of the Gujral Committee for Promotion of Urdu.

The Committee also agreed with the suggestion made in the Gujral Committee Report that the facility of Urdu medium secondary schools should, as proposed in the case of Primary Education, be provided wherever the Urdu speaking population of an area constitutes 10% of the population. (4.144)

Three Language Formula

32. The Committee reiterated the Language formula recommended by the Gujral Committee *vide* paras 4.240 and 4.241. The Committee felt that some special provision should be made for Urdu linguistic minority both in respect of Hindi and non-Hindi speaking States. The text of the approved Formula and the stages at which languages are to be taught is as under:

I. IN HINDI SPEAKING STATES

- (a) Hindi (with Sanskrit as part of composite course);
- (b) Urdu or any other modern Indian language excluding (a); and
- (c) English or any other modern European language.

In the case of Urdu linguistic minority, their mother tongue will be the first language, Hindi the second language and English or any other modern European language as the third language. It should further be ensured that, as recommended by the Gujral Committee in Para 4.242 of the Report, students whose mother tongue is Urdu should learn Hindi and those whose mother tongue is Hindi should get an opportunity to learn Urdu.

II. IN NON-HINDI SPEAKING STATES

- (a) Regional language;
- (b) Hindi;
- (c) Urdu or any other modern Indian language excluding (a) and (b); and
- (d) English or any other modern European language.

For Urdu linguistic minority, the following formula may be implemented:

- (a) Urdu and Hindi (a composite course);
- (b) Regional language;
- (c) English or any other modern European language.

It is clarified that the expression "Regional Language" wherever used in the above text in respect of non-Hindi speaking States should be interpreted as the official language of the State.

The stages at which different languages are required to be taught shall be as under:

FOR URDU LINGUISTIC MINORITY IN HINDI SPEAKING STATES

- (i) Urdu as medium of instruction from class I to X

OR

From class III to X where the student is studying in Hindi/English medium schools;

- (ii) Hindi from class III to X; and
- (iii) English or any other modern European language from class VI to X.

FOR URDU LINGUISTIC MINORITY IN NON-HINDI SPEAKING STATES

(i) Urdu as medium of instruction from class I to X.

OR

From class III to X where the student is studying in English/official language of the State as medium of instruction.

(ii) Urdu and Hindi as a composite course from class V to X

OR

Hindi as an independent language from Class V to X;

(iii) Official Language of the State from Class III to X;

(iv) English or any other modern European language from Class VI to X.

33. The Committee also observed that the Three Language Formula has not been properly appreciated by certain circles. The Three Language Formula has been conceived after a long and careful deliberation taking into account the cultural diversity of our country and the need to foster unity and integrity of our nation. Care was also taken in its formulation not to disarm our education by closing the way to acquire modern knowledge from the outside world.

Composite Course

With regard to the introduction of various languages in different stages, there has to be uniformity in the system. It was brought to the notice of the Committee that there is disparity in total load on the majority and minority language students. This has to be looked into. As suggested by Gujral Committee introduction of a composite course could be a solution.

College and University Education

34. Gujral Committee's recommendation that at least one College should be set up in a state for making Urdu a medium of instruction up to the graduate level (4.369) has not been implemented (except in Andhra Pradesh) primarily because of the fact that there is no feeder channel due to the lack of facilities at the secondary level.

This Committee reiterates the recommendations of the Gujral Committee with regard to the setting up of the Urdu medium secondary schools and College(s) in State where there is sizeable Urdu speaking population. As regards post-graduate studies and research in Urdu, the Committee has observed that Urdu Departments exist in some of the Universities. There is need to extend these facilities in other Universities serving areas with sizeable Urdu population. (4.340, 4.369)

Training of Urdu Teachers

35. The Committee accepted the recommendations of the Gujral Committee on training of Urdu teachers and observed that there was tremendous paucity of trained Urdu teachers in primary as well as secondary schools in the country. Accordingly, it recommended that immediate steps should be taken to expand the training facilities in the country at the Centre and the State to cope with the demand. The State Governments should also set up centres for giving concentrated short-term courses for Urdu teachers on the lines of Urdu training Centres of the Central Government at Solan in Himachal Pradesh, Patiala in Punjab and Lucknow in Uttar Pradesh running under the aegis of the Central Institute of Indian Languages, Mysore. The NCERT, SCERTs and Regional Colleges at Ajmer, Bhopal, Mysore and Bhubaneshwar should step up programmes for the training of Urdu teachers. Aligarh Muslim University, Jamia Millia Islamia and other Central and State Universities should start crash programmes for the

training of Urdu teachers to meet the immediate requirements. Wherever possible, the cooperation of Urdu Academies be taken for programmes for teachers to meet the immediate requirements. Wherever possible the cooperation of Urdu Academies should also be sought. A tripartite meeting of NCERT, SCERTs and NCTE may be convened by the Union Department of Education to decide the curriculum.

The Gujral Committee has also recommended appointment of teachers who can teach in the language of the majority and also in Urdu. To achieve this end, the Committee has recommended provision of incentive for teachers desirous of learning to teach Urdu or in Urdu. This recommendation is very practical to meet the needs of one teacher schools and schools catering to areas where Urdu population is less than 10% as also of schools where Urdu medium classes are held. Teachers capable of teaching subjects in two languages will be very useful.

For this purpose, a Scheme of incentives should be worked out. The Committee recommends: (a) a scholarship scheme for learning Urdu and to teach in Urdu; (b) additional allowances for teaching in two languages. The amount of scholarship will vary between primary to secondary schools. The Scheme should be centrally funded as recommended by Gujral Committee. (4.286).

Inspection and Supervision

36. There is a complaint that standard of Urdu medium schools as also their results are poor. Parents are taking away their wards from the schools in sheer desperation. To meet this complaint, machinery for inspection and supervision of schools should be made effective by appointing Urdu knowing inspection staff.

The Committee recommends that the Inspectorate for this supervision should be independent of Education Department. Its charge should be both inspection and evaluation. At the end of every academic year, the results should be assessed both at the District and the State level by committees comprising officials as well as representatives of parents, teachers and Urdu organisations. The defects should be identified and remedial steps taken in the next academic year. The Committee feels that the involvement of parents, teachers and public organisations will go a long way in toning-up of education, improving administration and motivating the people to take more interest in the education of the children. The Committee also recommends that every State Government should set up an Evaluation Cell for appraising education in Urdu. (4.328 & 4.329)

Drop-outs in Urdu medium schools

37. The drop-out rate in general education at primary level is already very high but in Urdu medium schools it is higher. There is no programme of non-formal education or vocational training to cover Urdu drop-outs. Adult Education programmes are also not carried out in Urdu in a large number of centres. Special measures should be taken to bring the Urdu students into schools and to check the drop-out rate. For weaker sections of Urdu speaking population, a flexible school system should be devised.

Correspondence courses

38. The Committee accepts for immediate implementation, the recommendations of the Gujral Committee for starting correspondence courses in Urdu. The State authorities should persuade at least one University to start correspondence courses in the States of Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Punjab, West Bengal and Jammu and Kashmir. These courses should be started both at Diploma and the Certificate levels. The Jamia Millia Islamia should strengthen its correspondence course in Urdu. This University has already prepared a project for developing correspondence courses leading to the University degrees, diplomas and certificates in the

Urdu language. This Committee was informed that this project has already been submitted to the Government for consideration. The Committee feels that such projects should be encouraged. The Bureau for Promotion of Urdu which has already prepared the course content for correspondence course should start the course without further delay. Wherever possible, the co-operation of the State Urdu Academies and other voluntary organisations working for the promotion of Urdu should be sought. The Urdu Academies may also set up Urdu centres for meeting the demand for Urdu. (4.331, 4.332)

Urdu Text-Books

39. There is a general complaint that some Urdu text books are not available at all, while others are not available on time. The State Governments should, ensure that all Urdu text-books are printed and made available in the market well before the beginning of the academic session. The distribution machinery of Urdu text books needs to be overhauled. The State Governments must also consider subsidising production of Urdu text-books. Besides, the Union Government should supply white printing concessional paper through the Hindustan Paper Corporation for the production of school text-books in Urdu by the State Governments. The NCERT should also ensure that their Urdu text books are available in the market at least three months before the start of an academic session.

It was brought to the notice of the Committee that syllabus is revised every five years and that there is inordinate delay in making available the new text-books to students particularly in Urdu. The Committee proposes that the revised syllabus should be ready one year before the text books are to be introduced and within this period, translation and printing of text books in all languages, particularly Urdu should be completed. (4.323 to 4.326)

Crash Programme on Education

40. A crash programme on Education for Urdu linguistic minority should be formulated for implementation within the next three years. This programme should have the following components:

- (i) Education of Girls
- (ii) Operation Blackboard
- (iii) Non-Formal Education
- (iv) Adult Education
- (v) District Institutes of Education and Training.

The programme should have earmarked funds and an in-built effective monitoring mechanism.

CONSTITUTIONAL SAFEGUARDS & LEGISLATION

41. The Committee reiterates the recommendations of the Gujral Committee in respect of Constitutional Safeguards and Legislation for Urdu speakers in States and U.Ts. under Article 345 of the Constitution to provide for official use of minority language or languages in the State/U.T. concerned. The recommendation at para 3.60 of the Gujral Committee Report is reproduced below:

“3.60 Our recommendations in respect of the constitutional safeguards can well be summarized as follows :

- (i) the Committee recognises the genuineness of desire for effective implementation of the constitutional and administrative safeguards to the speakers of Urdu. However, it feels that the pattern of providing safeguards for the linguistic minorities in the State Acts on official language has been set up by the Andhra Pradesh Official Language Act, which draws authority from article 345 of the Constitution. The Committee commends it to

the States and Union Territories for similar action with the further proviso that the areas and purposes (educational, administrative, judicial etc.) for which the State decides to allow the use of the language should be comprehensively specified in the Act itself. Andhra Pradesh should also take further action on the lines indicated above;

(ii) the Centre should ensure effective implementation of the safeguards for the linguistic minorities, by the States and Union Territories. The functional importance of a language lies in its use (a) as a medium of communication and education (b) in the spheres of employment and occupation (c) in administration and judiciary and the scheme of implementation has to cover all these aspects.” (3.60)

Official Status of Urdu

42. According to available reports, three States, viz., Andhra Pradesh, Bihar and U.P. have amended the State Official Language Acts and issued Notifications identifying the purposes where Urdu shall be officially used or used as second official language (as provided in the Bihar and U.P. laws). The Committee, however, feels that the Union Government in consultation with the States/UTs (and preferably also the Commissioner for Linguistic Minorities) should lay down the guidelines for uniform legislation, in respect of the official status of Urdu to be enacted by States and the Union Territories concerned.

43. There is some confusion with regard to the application of Article 345 which lays down as follows:

“Subject to the provisions of Articles 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of the States.”

Article 346 deals with the language of communication between States, and, the State and the Union.

Article 347 says :

“On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purposes as he may specify.”

Some legal experts say that Article 345 makes the legislative action subject to the provisions of Article 347 and therefore subject to President's Directives. The State Legislature cannot do it on its own.

The Committee is of the opinion that the President can give a directive only on a demand being made in this regard. And a demand shall be made to him only when the State Government fails to meet the needs.

Again some experts say “Substantial proportion of the population of a State” should make the demand. This they say should be 20% and not less than 15% of the whole State.

44. The Committee differs from this view and accepts the recommendation of the Gujral Committee which has recommended 10%.

The official use of a language is at three levels:

(a) in the inter-departmental communication at the State administration level. It would be official language of the State concerned or English;

(b) in inter-State or State-Centre correspondence; Article 346 of the Constitution has settled this issue

and

(c) in situations where State has to communicate with the people or vice-versa. This could be at the State, the District or the local level. It is here that legislation under Article 345 of the Constitution is needed.

The Committee feels that the use of any language for “all or any” official purposes “Throughout the State or any part thereof” will depend on the concentration and the spread of the population speaking the particular language and not its strength taken in the State as a whole.

Minimum Purposes for Official use of Urdu

45. The Committee recommends that the minimum purposes for official use of minority language should be those recommended by the Anjuman Taraqqi-e-Urdu, Andhra Pradesh, for areas where at least 10% of the population has claimed Urdu as its principal language vide Appendix XII of Gujral Committee Report.

Use of Urdu in Municipal areas and other Local Bodies

46. In Municipal areas and other local bodies with 30% or more of Urdu speaking population, local administration should be carried out in both the languages, that is, the official language of the State and Urdu.

Review of State Laws

47. The existing State Laws should be reviewed and amended to provide: (a) guidelines for the executive to identify the official purposes and areas for use of Urdu; and (b) mechanism to oversee their implementation.

(3.55 to 3.58)

Official Language Commissions

48. Official Language Commissions should be set up in all States on the lines of such Commissions established in Andhra Pradesh and Karnataka. The jurisdiction of these Commissions should be extended to include the supervision of the official use of minority language or languages. One representative of Urdu speaking minority should be included in the Commissions.

Appointment of Special Officers

49. In the General Administration Department of the State Government which is generally under the Chief Minister, an Urdu knowing officer of the status of a Joint Secretary should be appointed to look into the non-implementation or malimplementation of different recommendations and take remedial steps enumerated in para 5.254 of the Gujral Committee Report. An Urdu knowing Joint Director in the State Education Department should be appointed in States with a Sizeable Urdu speaking population.

(4.329, 5.254)

Translation of Laws, Rules and Regulations

50. The Committee endorses the recommendations of Gujral Committee with regard to translation of Laws, Rules and Regulations. The Committee was informed that till date 222 Central Acts have already been translated into Urdu, out of which 204 have been approved by the Working Group of the Official Languages Wing, Legislative Department of the Ministry of Law. It was also intimated that none of these have been published so far. The Committee feels that the publication of those Central Acts which have already been translated and approved should be expedited on priority basis with the assistance of

voluntary organisations, if necessary. The Committee further recommends that Translation Cells should be set up in the States to translate State Laws, Gazettes, Notifications etc., and wherever such Translation Cells already exist, they should be strengthened. (5.77)

Representations in Urdu

51. It is generally complained that applications and representations in Urdu are not either entertained or if they are accepted, they are not answered in Urdu. In some States like Uttar Pradesh, the Hindi translation is demanded alongwith the Urdu representation.

In Bihar, Translation Cells have been set up at all levels of State machinery, but the applications in Urdu are not encouraged or replied to in Urdu.

The Committee feels that the Gujral Committee recommendation (5.98) in this regard which has not been implemented so far should be implemented immediately. Arrangements must be made in administrative units where the Urdu speaking population constitutes 10% or more, to receive, process and give replies in Urdu to all applications and representations made in Urdu. Translation Cells with competent translators should be set up for the purpose. (5.98)

Learning of Urdu by Officials

52. The Committee reiterates Gujral Committee recommendations (5.100, 5.101 and 5.111) regarding the learning of Urdu by officials. The Committee is firmly of the view that adequate translation facilities should be provided in the offices and incentives should be given to officials in the form of additional salary or advance increment to learn atleast one minority language of the State. In the Hindi speaking areas, officers should be persuaded to acquire knowledge of Urdu also. Officers working in areas, where there are 10% or more of Urdu speaking population should be encouraged to learn Urdu.

(5.100, 5.101 and 5.111)

Urdu in Courts

53. It was brought to the notice of the Committee that Urdu is not being used in Courts in spite of the recommendation of Gujral Committee (5.160). The Committee recommends that the facilities must, therefore, be provided in the lower courts for the use of Urdu in areas where Urdu speaking population is 10% or more. This would mean the provision of facilities for presentation of petitions and documents and the recording of evidence in Urdu and the translation of documents in Urdu by appointment of efficient translators.

(5.160)

Urdu in Legislature

54. The Committee recommends that in accordance with the Gujral Committee recommendation (5.175), the Central Government should convene a meeting of Chief Ministers and Speakers of the various State Legislatures to formulate the appropriate guidelines for the use of Urdu in the Legislatures, publication of agenda papers, presentation of bills etc. and for recording in Urdu the speeches delivered in Urdu.

(5.175)

Electoral Rolls

55. The Election Commission has intimated that Urdu is at present used for preparation of electoral rolls in respect of certain constituencies in Andhra Pradesh, Madhya Pradesh, Maharashtra, Uttar Pradesh and Delhi. According to the criteria fixed by Election Commission electoral rolls of each constituency are prepared in the minority language of the constituency only if its linguistic minority constitutes 20% or more of the total population of the constituency. The question of lowering of per-

centage from 20 to 10 was considered in the Conference of Chief Electoral Officers held in 1980. It was, however decided that the criteria should not be lowered to 10%. The principal argument in favour of this decision was that very few copies of such electoral rolls were sold and that the cost realised through sale was much lower than the expenditure incurred.

This Committee reiterates the recommendation of the Gujral Committee that electoral rolls should be prepared in Urdu in all constituencies where Urdu speaking population is 10% or more. This Committee further feels that any argument not to accept this recommendation on economic grounds would go against the very spirit of the safeguards for linguistic minorities.

(5.179)

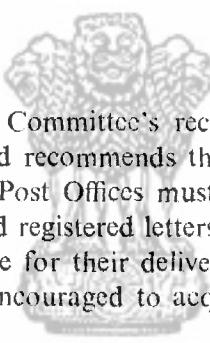
State Public Service Commission

56. It has been brought to the notice of this Committee that even though the Union Public Service Commission allows the candidates to answer papers for General Knowledge and Optional subjects in Urdu, the State Public Service Commissions do not extend this facility. The Committee recommends that the State Public Service Commissions should extend the facility of answering papers for General knowledge and optional subjects in Urdu on the lines of the Union Public Service Commission to Urdu speaking linguistic minorities in the States concerned.

(5.185)

Post and Telegraph

57. The Committee noted that Gujral Committee's recommendations have not been implemented by the Post and Telegraph Department and recommends that in all areas where Urdu speaking population is 10% or more, the names of the Post Offices must be displayed in Urdu. VPP and Money Order Forms should be printed in Urdu and registered letters and parcels with addresses in Urdu should be accepted and proper arrangements made for their delivery. For this purpose, Urdu knowing staff should be appointed or the existing staff encouraged to acquire a working knowledge of Urdu.



(5.186 to 5.194)

Railways

58. The Committee noted that the Gujral Committee, recommendations concerning Railways have not been implemented by the Railway authorities.

The Committee, therefore, recommends that names of Railway Stations located in areas where Urdu speaking population is 10% or more should be displayed in Urdu also.

With regard to the printing of Railway Time Table in Urdu it was brought to the notice of the Committee that quite some time back Railway Time Table was brought out in Urdu also. But it was not available to general public. The suggestion that private publishers should be given all assistance by the Railway Board to publish Railway Time Table in Urdu has also not materialised. This Committee feels that the Railway Board may consider offering some subsidy to voluntary agencies in this regard. This has to be looked into and Railway Time Table brought out in Urdu immediately.

(5.195, 5.197)

Sign Boards and Name Plates

59. Gujral Committee's suggestion (5.199) that milestones, roads, streets, lanes should bear the names in Urdu in addition to English, Hindi and the regional language and that the name plates of officers and doctors should also be displayed in Urdu should be implemented so as not to place the Urdu speaking population at a disadvantage particularly in areas where their population is 10% or more.

(5.198, 5.199)

Media of Mass Communication

All India Radio

60. Gujral Committee's recommendations regarding All India Radio have been implemented, by and large, at the Centre. However, the recommendation (5.214) regarding the appointment of Urdu knowing Producers/Asstt. Producers in areas where there is a sizeable population of Urdu speakers has not been implemented. The Committee feels that this recommendation is vital for presenting Urdu Programmes and improving their quality. Accordingly, it should be implemented without delay. The secular character of festivals of various communities should be brought out by presenting these in Urdu programmes. Gujral Committee's recommendation concerning broadcasting the developmental features and national programmes in Urdu should be fully implemented. The Committee also recommends that the duration and frequency of all the programmes in Urdu should be suitably increased. The quality of the cultural programmes in Urdu, particularly the Mushairais, should also be improved. The National Programme of plays and features should include Urdu plays and features on a more liberal scale. Slow Speed News Bulletins in Urdu should also be started.

(5.214, 5.215, 5.217, 5.224)

Advertisements and Journals

61. The Committee felt that advertisements dealing with the dissemination of vital information with regard to developmental and socially beneficial activities of the Government should not be denied to Urdu Press on the basis of present criteria with regard to circulation of papers. It, accordingly, recommends that Gujral Committee's recommendation for relaxation of the criteria should be implemented. The Committee noted with satisfaction that the Urdu version of the 'Yojana' is being brought out by the Government. The Committee, however, felt that there was also a need for bringing out an educational Journal on the lines of 'Educational Quarterly' now being brought out in English and Hindi the Department of Education in the Ministry of Human Resource Development. The committee also felt that the Urdu journal should be brought out by Sahitya Akademi on the lines of 'Indian Literature' being published at present in English and Hindi. The Committee is happy to note that Secretary Sahitya Academy, during his interaction with this Committee appreciated this idea and agreed to place it before the Board.

(6.121, 6.122)

Television

62. The Gujral Committee had recommended (5.221) that "the name of the writer/poet should be exhibited in Urdu also when he is shown reciting Urdu poetry or participating in a literary discussion. This would, however, be in addition to Hindi or the regional language as the case may be". This has been partially implemented. However, during the last 15 years television network has expanded considerably and it is playing a very important role in dissemination of information. The Committee strongly feels that the quality of the cultural and literary programmes telecast in Urdu are not upto the standard. This should be looked into and the standard improved. The Committee noted that there was a tendency that the time earmarked for Urdu literary and cultural programmes was being encroached upon by the programmes of a religious nature. The Committee recommends that such programmes, where necessary, may be mounted separately, and telecast as special programmes, and not as at present, at the cost of Urdu literary and cultural programmes. The Committee recommends that the stations located in areas with a sizeable population of Urdu speakers should appoint some Producers/Asstt. Producers having knowledge of Urdu.

There is also a need for introducing changes in the patterns of Urdu Programmes from the point of view of originally as also of wider acceptability to different sections of the population. Cross cultural programmes should be encouraged.

(5.221)

Ministry of Information and Broadcasting

63. The committee noted with regret that Gujral Committee's recommendation that cheaper editions of Urdu literary works should be brought out has not been implemented. Similarly, a book on Urdu litterateurs, journalists and poets who participated in the Indian freedom movement which was to be brought out by Publication Division has not seen the light of the day. The Committee, therefore, recommends that the Ministry of Information and Broadcasting (Publication Division) should look into this matter with a view to expediting this publication.

(5.229)

Urdu Academies

64. On the basis of the visits to the States and the interaction with the authorities of the State Urdu Academies, the Committee felt that there are some Academies which are suffering for lack of funds. Grants to such Academies should be enhanced. The Committee also felt that there was greater need for coordination between the Academies themselves and between the State Academies and the Bureau for Promotion of Urdu. The Committee further felt that the Coordination Committee functioning under the aegis of Bureau for Promotion of Urdu needs to be streamlined so as to enable them to function more effectively.

(7.69 to 7.71)



Bureau for Promotion of Urdu

65. The Committee discussed the working of the Bureau for Promotion of Urdu in detail and felt that in the light of the developments in the last two decades there is need to review the objectives and the working of the Bureau. It was also brought to the notice of the Committee that a number of posts at various levels are lying vacant for quite some time and that these have not been filled because of procedural formalities. The Committee observed that the publication of dictionaries and encyclopaedia have been considerably delayed because of one reason or the other. The Committee, therefore, felt that as Subordinate Office of the Department of Education, the Bureau has not been able to discharge its functions effectively. Its status should, therefore, be changed from the Subordinate Office to an Autonomous Body in order to arm it with functional freedom and enhanced financial powers.

The Committee also felt that the Government should look into the delay in making available Urdu text-books for school children. At present while the text-books are translated by the Bureau for Promotion of Urdu, these are published by the NCERT. Every year there are complaints that some text-books are not available at all while the others are not available on time. The Government should look into this and take immediate remedial steps to mitigate this particular grievance of the Urdu speaking people.

The Committee was satisfied with the performance of the Urdu Calligraphy Training Centres in the country and recommends that this scheme which is employment-oriented should be extended so as to cover all Urdu speaking areas. In particular, more Calligraphy Centres for girls should be established in areas with sizeable Urdu speaking population. However, it has been brought to the notice of this Committee that the remuneration and the working conditions of Urdu Calligraphers are deplorable. The Committee recommends that the Government, in its own organisations, should revise the rates of remuneration keeping in view the present cost of living. This will itself be an example for the private sector to follow.

(4.370)

Urdu Books in Hindi

66. Gujral Committee had recommended that Urdu books should be brought out in Devnagri script. The Committee reiterated the recommendations of the Gujral Committee that there is a strong case for publishing Urdu books in Devnagri script in addition to the Urdu script. The Committee also endorsed the Gujral Committee's recommendations that the Government of India should earmark some funds for the purpose and entrust the job to some semi-official organisations. The Committee observed that the private organisations have brought out a large number of Urdu books in Hindi but that has mainly served the commercial purpose which is not the intention of the recommendations of the Gujral Committee. However, in view of the demand for these books the Committee recommends that the Government of India should entrust this work to some official or semi-official or voluntary organisations. Particularly attention should be given to the publishing of rare Urdu books of a classical nature.

(7.41)

Training of Urdu Journalists

67. Arrangements for training Urdu Journalists are inadequate. Universities and the Centres Mass Communication may be requested to take up the training of Urdu Journalists. Short-term orientation courses should also be arranged for Urdu journalists. This work could also be entrusted to State Urdu Academies.

(6.165)

Permanent Implementation Committees

68. To watch the progress of the implementation of the recommendations of the Gujral Committee, a Permanent Implementation Committee should be set up by the Government of India with Prime Minister as Chairman, Chief Ministers of States where Urdu is spoken, representatives of Urdu voluntary organisations, Members of Parliament, educationists, academicians as members. The Committee should have a Permanent Secretariat with an Urdu knowing Joint Secretary as a Member-Secretary. Similar Committees should be set up in the States/UTs under the Chairmanship of States Chief Ministers/ Lt. Governors.

CHAPTER VI

SUMMARY OF RECOMMENDATIONS

The terms of reference laid down in the Resolution of the Government of India constituting the Committee of Experts confined its role either to examining the present status of implementation of recommendations of the Gujral Committee or to rendering advice regarding the modalities of their further implementation. It has, therefore, to be understood that this Committee has functioned within this framework.

Speedy and Time Bound Implementation

It is absolutely essential that Gujral Committee's recommendations should be implemented within a time-frame on priority basis. The implementation of the recommendations should be left to the attitude and judgement of individual Ministries and Departments of the Centre and the State Governments. The Committee recommends that, in the Government of India, the Cabinet should take a definite decision on each of the recommendations and incorporate them in a comprehensive Resolution, which later should be moved by the Government for endorsement in both the Houses of Parliament. This alone can inspire confidence in the Urdu speaking population of the country and, at the same time, ensure the speedy and time-bound implementation of the recommendations.

EDUCATION

Primary Education

2. (a) The Education Departments of the State Governments, Union Territories and Local Authorities should, in the light of Article 350-A of the Constitution, make necessary arrangements for teaching in Urdu at the primary stage for the benefit of those who claim it as their Mother Tongue. A Committee to monitor the implementation of these constitutional commitments may be set up in the concerned states with the Chief Ministers as Chairmen.

(b) In substitution of 10 : 40 Formula, the Committee accepts the recommendation of the Gujral Committee that :

- (i) where in an area speakers of Urdu constitute 10% or more of the total population, one or more Urdu medium primary schools should be set up according to need. Such schools need not be exclusively of one medium. Efforts should be made to keep Urdu and non-Urdu medium students at the same school to avoid segregation;
- (ii) in an area where Urdu speaking people constitute less than 10% of the total population, an Urdu teacher should be provided in such schools as are likely to get a minimum of 10 Urdu speaking students;
- (iii) for immediate purposes, bilingual teachers may be appointed in schools mentioned in (ii) above. The existing teachers in such schools may also be given incentives to learn Urdu additionally;
- (iv) the facility of Balwadis and Anganwadis at the pre-primary level should be made available to Urdu speaking children to feed Urdu medium primary schools and improve their standard.

^a(4.132)

*Recommendation number of the Gujral Committee for Promotion of Urdu.

Secondary Education

3. In substitution of 15 : 60 Formula, the Committee accepts the recommendation of the Gujral Committee that :

(i) it should be presumed that two third of the students leaving primary schools would be desirous of moving on to the next stage of education. Urdu medium sections in the existing secondary schools should be provided on this basis and Urdu knowing teachers should be appointed in anticipation of students offering Urdu as medium. The emphasis should be on students studying through different media in the same school;

(ii) in case of higher secondary schools in cities having concentration of Urdu speakers, one Urdu medium higher secondary school should be opened for every group of 8 to 10 primary schools;

(4.195 & 4.202)

(iii) the State Governments should help in raising the standard of teaching in such Urdu medium higher secondary schools as are run by linguistic minorities themselves;

(4.197)

(iv) the pre-conditions, if any, for permitting the setting up of Urdu medium higher secondary schools and sections privately should be relaxed in favour of the Urdu linguistic minority setting up such schools or sections, and the procedure so simplified that the required permission would be granted within two months of the date of application;

(4.198)

(v) the facility of Urdu medium secondary schools should, as proposed in the case of Primary Education be provided wherever the Urdu speaking population of an area constitutes 10% of the population.

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(4.144)

Three Language Formula

4. The Committee reiterated the Language Formula recommended by the Gujral Committee vide paras 4.240 and 4.241. The Committee felt that some special provision should be made for Urdu linguistic minority both in respect of Hindi and Non-Hindi speaking states. The text of the approved Formula and the stages at which languages are to be taught is as under :

I. In Hindi Speaking States

- (a) Hindi
(with Sanskrit as part of composite course);
- (b) Urdu or any other modern Indian language excluding (a); and
- (c) English or any other modern European language.

In the case of Urdu linguistic minority, their mother tongue will be the first language, Hindi the second language and English or any other modern European language as the third language. It should further be ensured that, as recommended by the Gujral Committee in para 4.242 of the Report students whose mother tongue is Urdu should learn Hindi and those whose mother tongue is Hindi should get an opportunity to learn Urdu.

II. In Non-Hindi Speaking States

- (a) Regional language;
- (b) Hindi;
- (c) Urdu or any other modern Indian language excluding (a) and (b); and
- (d) English or any other modern European language.

For Urdu linguistic minority, the following formula may be implemented :

- (a) Urdu and Hindi (a composite course);
- (b) Regional language;
- (c) English or any other modern European language.

It is clarified that the expression "Regional Language" wherever used in the above text in respect of non-Hindi speaking States should be interpreted as the official language of the State.

The stages at which different languages are required to be taught shall be as under :

For Urdu Linguistic Minority in Hindi Speaking States

- (i) Urdu as medium of instruction from class I to X

OR

From class III to X where the student is studying in Hindi/English Medium schools;

- (ii) Hindi from class III to X; and
- (iii) English or any other modern European language from class VI to X.

For Urdu Linguistic Minority in Non-Hindi Speaking States

- (i) Urdu as medium of instruction from class I to X

OR

From class III to X where the student is studying in English/official language of the State as medium of instruction;

- (ii) Urdu and Hindi as a composite course from class V to X

OR

Hindi as an independent language from class V to X

- (iii) Official Language of the State from class III to X; and
- (iv) English or any other modern European language from class VI to X.

Composite Course

With regard to the introduction of various languages in different stages, there has to be uniformity in the system. It was brought to the notice of the Committee that there is disparity in total load on the majority and minority language students. This has to be looked into. As suggested by Gujral Committee, introduction of a composite course could be a solution.

College and University Education

5. The Committee reiterates the recommendations of the Gujral Committee with regard to the setting up of the Urdu medium secondary schools and college(s) in States where there is sizeable Urdu speaking population. As regards post-graduate studies and research in Urdu, the Committee has observed that Urdu Departments exist in some of the Universities. There is need to extend these facilities in other Universities serving areas with sizeable Urdu population.

Training of Urdu Teachers

6. To cope with the tremendous paucity of trained Urdu teachers at the primary and secondary levels, immediate steps should be taken to expand the training facilities in the country at the Centre and the States. The State Governments should set up Centres for giving concentrated short-term courses for Urdu teachers on the lines of Urdu Training Centres of the Central Government at Solan in Himachal Pradesh, Patiala in Punjab and Lucknow in Uttar Pradesh, running under the aegis of the Central Institute of Indian Languages, Mysore. The NCERT, SCERTs and Regional Colleges at Ajmer, Bhopal, Mysore and Bhubaneswar should step up programmes for the training of Urdu teachers. Aligarh Muslim University, Jamia Millia Islamia and other Central and State Universities should start crash programmes for the training of Urdu teachers to meet the immediate requirements. Wherever possible, cooperation of Urdu Academies should also be sought. Teachers desirous of learning to teach Urdu or in Urdu should be given incentives in the form of scholarships or additional allowances.

(4.286)

Inspection and Supervision

7. A machinery for Inspection and Supervision of schools should be made effective by appointing Urdu knowing Inspection Staff. The Inspectorate for this supervision should be independent of the Education Department. Its charge should be both Inspection and Evaluation. At the end of every academic year, the results should be assessed both at the District and State level by committees comprising officials as well as representatives of parents, teachers and Urdu organisations. Every State Government should set up an Evaluation Cell for appraising education in Urdu.

(4.328 & 4.329)

Drop-Outs in Urdu Medium Schools

8. The drop-out rate in Urdu medium primary schools is very high. Special measures should be taken to bring the Urdu students into schools and to check the drop-out rate. For the weaker sections among the Urdu speaking population, a flexible school system should be devised.

Correspondence Course in Urdu

9. The State authorities should persuade at least one University to start correspondence courses in the States of Andhra Pradesh, Bihar, Haryana, Himachal Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Punjab, West Bengal and Jammu and Kashmir. These courses should be started both Diploma and the Certificate levels. The Bureau for Promotion of Urdu should start the course immediately. The Jamia Millia Islamia should further strengthen its Urdu correspondence course. Wherever possible, the cooperation of State Urdu Academies be sought. The Urdu Academies may also set up Urdu Centres for meeting the demand for Urdu.

(4.331, 4.332)

Urdu Text-Books

10. The State Governments should ensure that all Urdu text-books are printed and made available in the market well before the beginning of the academic session. The distribution machinery of the Urdu text books should be overhauled. The NCERT should also ensure that their Urdu text books are available at least three months before the start of an academic session. The syllabus, whenever revised, should be ready one year before the text books are to be introduced and within this period translation and printing of text-books in all languages, particularly Urdu, should be completed.

(4.323 to 4.326)

Crash Programme on Education

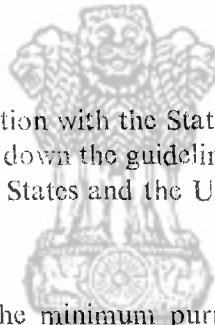
11. A crash programme on education for the Urdu linguistic minority should be formulated for implementation within the next three years. This programme should include Girls Education, Operation Blackboard, Non-Formal Education, Adult Education and District Institutes of Education and Training.

CONSTITUTIONAL SAFEGUARDS & LEGISLATION

12. (i) The Committee reiterates the recommendations of the Gujral Committee in respect of Constitutional Safeguards and Legislation for Urdu speakers in States and Union Territories under Article 345 of the Constitution. It urges that the use of minority language or languages for official work should be ensured in the State/Union Territory concerned. The pattern of providing safeguards for linguistic minorities in the State Acts on Official Language has been set by the Andhra Pradesh Official Language Act. The Committee commends it to the States and Union Territories for similar action with the further proviso that the areas and purposes (educational, administrative, judicial etc.) for which the State decides to allow the use of or particular language or languages, should be comprehensively specified in the Act itself.

(ii) The Centre should ensure effective implementation of the safeguards for the linguistic minorities by the States and Union Territories.

(3.60)



Official Status of Urdu

13. The Union Government, in consultation with the States/UTs (and preferably also the Commissioner for Linguistic Minorities), should lay down the guidelines for uniform legislation, in respect of the official status of Urdu to be enacted by the States and the Union Territories concerned.

Minimum Purposes for Official use of Urdu

14. The Committee recommends that the minimum purposes for official use of minority language should be those recommended by the Anjuman Taraqqi-e-Urdu, Andhra Pradesh for areas where at least 10% of the population has claimed Urdu as its principal language *vide* Appendix XII of Gujral Committee Report.

Use of Urdu in Municipal Areas and other Local Bodies

15. In Municipal areas and other local bodies, with 30% or more of Urdu speaking population, local administration should be carried on in both the languages, *i.e.*, the official language of the State and Urdu.

Review of State Laws

16. The existing State Laws should be revised and amended to provide :

- (a) guidelines for the executive to identify the official purposes and areas for the use of Urdu; and
- (b) mechanisms to oversee their implementation.

(3.55 to 3.58)

Official Language Commissions

17. Official Languages Commissions should be set up in all States on the lines of such Commissions established in Andhra Pradesh and Karnataka. The jurisdiction of these Commissions should be extended to include the supervision of the official use of minority language or languages. One representative of the Urdu speaking minority should be included in the Commissions.

Appointment of Special Officers

18. The steps enumerated in para 5.254 of the Gujral Committee Report should be taken to identify Officers for implementation of different recommendations. An Urdu knowing Joint Secretary in the State General Administration Department and an Urdu knowing Joint Director in the State Education Department should be appointed in States with a sizeable Urdu speaking population.

(4.329, 5.254)

Translation of Laws, Rules and Regulations

19. The Committee feels that the publication of those Central Acts which have already been translated and approved should be expedited on priority basis. Translation Cells should be set up in the States to translate State Laws, Gazettes, Notifications etc.

(5.77)

Representations in Urdu

20. Arrangements must be made, in all administrative units where the Urdu speaking population constitutes 10% or more, to receive, process and give replies in Urdu to applications and representation made in Urdu.

(5.98)

Learning of Urdu by Officials

21. Adequate translation facilities should be provided in the offices and incentives should be given to officials to acquire knowledge of Urdu also. Officers working in areas where there are 10% or more of Urdu speaking population, should be encouraged to learn Urdu.

(5.100, 5.101, 5.111)

Urdu in Courts

22. Urdu is not being used in Courts as recommended by Gujral Committee (5.160). The facilities must, therefore, be provided in the lower Courts for the use of Urdu in areas where Urdu speaking population is 10% or more. This would mean the provision of facilities for presentation of petitions and documents and the recording of evidence in Urdu and the translation of documents in Urdu by the appointment of efficient translators.

(5.160)

Urdu in Legislature

23. The Central Government should convene a meeting of Chief Ministers and Speakers of various State Legislatures to formulate appropriate guidelines for the use of Urdu in the legislatures.

(5.175)

Electoral Rolls

24. Electoral Rolls should be prepared in Urdu in all constituencies where Urdu speaking population is 10% or more.

(5.179)

Public Service Commission

25. State Public Service Commissions should extend the facility of answering papers for General Knowledge and Optional Subjects in Urdu on the lines of the Union Public Service Commission.

(5.185)

Post and Telegraph

26. The names of post offices situated in areas with 10% Urdu speaking population must be displayed in Urdu. VPP and Money Order Forms should be printed in Urdu and registered letters and parcels with addresses in Urdu should be accepted and proper arrangement made for their delivery. For this purpose, Urdu knowing staff should be appointed or the existing staff encouraged to acquire working knowledge of Urdu.

(5.186 to 5.194)

Railways

27. The names of Railway Stations located in areas where Urdu speaking population is 10% or more should be displayed in Urdu also. Railway Time Table should be brought out in Urdu immediately.

(5.195, 5.197)

Sign Boards and Name Plates

28. Milestones and names of roads, streets and lanes and name plates of officers and doctors should bear the names in Urdu also, in areas where Urdu speaking population constitutes 10% or more.

(5.198, 5.199)

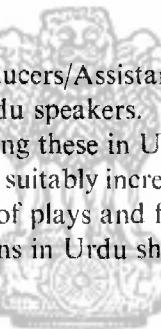
Media of Mass Communication

All India Radio

29. There should invariably be some Producers/Assistant Producers having knowledge of Urdu in areas where there is sizeable population of Urdu speakers. The secular character of festivals of various communities should be brought out by presenting these in Urdu programmes. The duration and the frequency of all the programmes in Urdu should be suitably increased. The quality of Urdu Mushairas should also be improved. The National Programme of plays and features should include plays and features on a more liberal scale. Slow speed News Bulletins in Urdu should also be started.

(5.214, 5.215, 5.217, 5.224)

Advertisements and Journals



साहित्य अकादमी

30. The circulation criteria with regard to advertisements should be relaxed in favour of Urdu papers. An educational Journal in Urdu should be published on the lines of the 'Education Quarterly' now being brought out in English and Hindi by the Department of Education in the Ministry of Human Resource Development. Similarly an Urdu Journal should be brought out by Sahitya Akademi on the lines of 'Indian Literature' being published at present in English and Hindi.

(6.121, 6.122)

Television

31. The quality of the cultural and literary programmes telecast in Urdu should be improved. Programmes of religious nature should be separately mounted and telecast as special programmes and not, as at present, at the cost of Urdu programmes. Stations located in areas with sizeable Urdu population should appoint some Urdu knowing Producers/Assistant Producers also. Cross Cultural Programmes should be encouraged.

(5.221)

Ministry of Information and Broadcasting

32. The Ministry of Information and Broadcasting (Publication Division) should expedite publication of cheaper editions of Urdu literary works and also bring out a book on Urdu literatures, journalists and poets who participated in the Freedom Movement.

(5.229)

Urdu Academies

33. The grants of State Urdu Academies should be enhanced and coordinative mechanism between these should be made more effective.

(7.69 to 7.71)

Bureau for Promotion of Urdu

34. The status of the Bureau for Promotion of Urdu should be changed from the Subordinate Office to an Autonomous Body in order to arm it with functional freedom and enhanced financial powers.

(4.370)

Urdu Books in Hindi

35. Urdu books should be brought out not only in Urdu script but also in the Devnagri script. The Government of India should earmark some funds for this purpose and entrust this job to some official or semi-official or voluntary organisations. Particular attention should be given to the publication of rare under books of a classical nature.

(7.41)

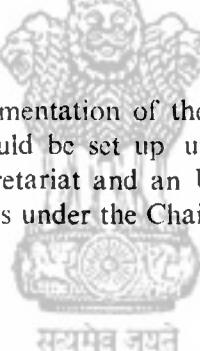
Training of Urdu Journalists

36. Universities, Centres of mass communication and Urdu Academies may be requested to take up the training of Urdu Journalists. Short term orientation courses should also be arranged for Urdu Journalists.

(6.165)

Permanent Implementation Committees

37. To watch the progress of the implementation of the recommendations of Gujral Committee, a Permanent Implementation Committee should be set up under the Chairmanship of Prime Minister. Similar Committees with a Permanent Secretariat and an Urdu knowing Joint Secretary as Member-Secretary should also be set up in States/UTs under the Chairmanship of Chief Ministers/Lt. Governors.



TO BE PUBLISHED IN PART I SECTION I OF THE GAZETTE OF INDIA

No. F. 13-2/90-DIII(L)

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(DEPTT. OF EDUCATION)

New Delhi, 15th February, 1990

RESOLUTION

Subject : Constitution of a Committee to examine implementation of the Recommendations of Gujral Committee for Promotion of Urdu.

The Government of India, by a Resolution dated 5th of May, 1972, appointed a Committee for promotion of Urdu under the Chairmanship of Shri I.K. Gujral, the then Minister of State for Works and Housing. The Committee submitted its report in May, 1975. Since then, over the years, there has been persistent public demand for implementation of the recommendations of the Committee.

2. Government are pleased, accordingly, to constitute a Committee of Experts with the following composition :



1. Shri Ali Sardar Jafri, Chairman
Bombay

2. Shri Raj Bahadur Goud Member
Vice-President, Anjuman Tarraqi-e-Urdu,
Hyderabad, Andhra Pradesh

3. Prof. Shakil-ul-Rahman Member
Member of Parliament
formerly Vice-Chancellor of Muzaffarpur
University as well as of Mithila University, Bihar

4. Prof. Qamar Rais Member
Head of Department of Urdu,
Delhi University

5. Dr. Mohd. Hassan Member
Retired Chairman of the School of Languages,
Jawaharlal Nehru University,
President of All India Urdu Teachers' Association

6. Kunwar Mohinder Singh Bedi Member
Formerly, Vice-Chairman Tarraqi-e-Urdu Board

7. Prof. Gopi Chand Narang Member
Professor of Urdu, Delhi University

8. Shri Anand Sarup formerly Education Secretary, Government of India	Member
9. Shri Kashmiri Lal Zakir Novelist-Writer, Secretary, Haryana Urdu Academy, Chandigarh	Member
10. Ms. Amrita Pritam Member of Parliament, New Delhi	Member
11. Dr. Mumtaz Ahmed President, Al Ameen-Education Society, Bangalore	Member
12. Shri Ram Lal Member, U.P. Urdu Academy Lucknow	Member
13. Professor Namwar Singh Jawaharlal Nehru University, New Delhi	Member
14. Shri Khalique Anjum, New Delhi	Member
15. Shri K.K. Khullar Consultant and former Director (Languages), Dept. of Education, Ministry of Human Resource Development	Member-Secretary



3. The terms of reference for the Committee are :

- (i) To examine the recommendations of the Gujral Committee and to assess the present status of their implementation; and
- (ii) Keeping in view (i) above, to advise regarding implementation of the Gujral Committee Recommendations.

4. The Committee may involve, as it may deem, necessary the officers of the concerned Ministries/ Departments of the Government of India and State Governments/UT Administrations for the purpose of facilitating its own deliberations.

5. The Committee shall submit its report within a period of three months from the date of its first meeting.

Sd/-

(S. GOPALAN)
Additional Secretary to the
Government of India

ORDER

Ordered that a copy of the resolution be communicated to the Chairman and other members of the Committee.

Ordered also that the resolution be published in the Gazette of India and general information.

Sd/-
(S. GOPALAN)

Additional Secretary to the
Government of India

The Manager,
Government of India Press,
(Bharat Sarkar Press)
Faridabad.



No. F. 13-2/90-DIU(L)

dated, the 15th February, 1990

Copy to

1. Prime Minister's Office.
2. Cabinet Secretariat.
3. Ministry of Parliamentary Affairs.
4. All Ministries/Departments of the Government of India.
5. All the State Governments and Administrations of all Union Territories.
6. Pay & Accounts Office (Education), Shastri Bhavan, New Delhi.

Sd/-
(S. GOPALAN)

Additional Secretary to the
Government of India

RESOLUTION

The Committee constituted for making recommendations for the implementation of the Gujral Committee report for Promotion of Urdu has carefully considered in its meeting held on March 20-21, 1990, the D.O. letter No. F. 13-2/90-D. III(L), dated March 14, 1990 of Shri S. Gopalan, Additional Secretary, Department of Education, Ministry of Human Resource Development, addressed to Shri K.K. Khullar, Member-Secretary, regarding the submission of an Interim Report of the Committee by 30th April, 1990.

The Committee would make earnest efforts to submit an Interim Report by the date suggested but is unanimously of the view that it is essential for its meaningful working that the Government of India immediately sets up an inter-ministerial Empowered Committee on the usual pattern followed in such cases to take substantive decisions on Gujral Committee's recommendations and also write an urgent letter to the State Governments to set up similar Committees for deciding on issues within their purview.

The Committee urges that the Government of India should ensure that the suggested Empowered Committee shall complete its Report within a month from the date so that this Committee is enabled to finalise practical recommendations for implementation after taking substantive decisions of the Government of India and State Governments into view.



RESOLUTION

In its meeting held on 6—8 June, (7th June) 1990, the Committee of Experts to examine implementation of recommendations of the Gujral Committee for Promotion of Urdu observed that as per para 5 of the Government of India, Ministry of Human Resource Development, Department of Education Resolution No. 13-2/90-D. III(L), dated 15th February, 1990, constituting this Committee, a time limit of three months from the date of its first meeting was given for submission of its Report. The time limit expires on 19th June, 1990, as the first meeting of the Committee was held on 20-21 March, 1990.

2. The Government of India, Ministry of Human Resource Development, in the meantime, had requested the Committee to advance the date of submission of its Report to 30th April, 1990, and if that was not feasible to give an Interim Report on some of the vital recommendations of the Gujral Committee by 30th April, 1990. The Committee adhered to this time limit and submitted its Interim Report to the Government of India on 20th April, 1990. However, several other recommendations of the Gujral Committee, particularly those relating to Central Government Departments, are yet to be examined by the Committee, full status reports from the States yet to be received and on-the-spot assessment of the implementation of the Gujral Committee recommendations by the Sub-Committees yet to be completed in the States. The work of the Sub-Committee in Andhra Pradesh had to be postponed because of Cyclone and that in Karnataka because of Assembly Session.

3. In view of the above and also keeping in view the quantum of work still to be completed by the Committee, it is unanimously resolved that the Ministry of Human Resource Development be requested to extend the term of the Committee by another three months, i.e., up to 19th September, 1990 to enable it to submit its final Report.

सत्यमेव जयते

RESOLUTION

In its meeting held on 6th July, 1990, the Committee of Experts to examine implementation of recommendations of Gujral Committee for Promotion of Urdu carefully considered the contents of the Note dated 1-7-90 received from Department of Education regarding the extension of the tenure of the Committee by one month instead of three months as proposed by the Committee in its letter dated 7th June, 1990 addressed to the Minister of State in the Ministry of Human Resource Development (Department of Education), and resolved that while it would make earnest efforts to submit the report as early as possible, it is unanimously of the view that for the completion of its work in the States, a meaningful examination of the recommendations concerning the Departments and Ministries of the Central Government and drafting and finalisation of the Report, it is absolutely necessary to extend the tenure of the Committee by another two months, that is up to 19th September, 1990.

The Committee also resolved that the Ministry of Human Resource Development, Department of Education, be requested to extend the tenure of the Committee up to 19th September, 1990 in view of the reasons explained above.



RESOLUTION

In its meeting held on April 9-10, 1990, the Committee to examine implementation of the recommendations of the Gujral Committee for Promotion of Urdu unanimously resolved that since a review of the National Policy on Education -1986 is already underway, the Department of Education in the Ministry of Human Resource Development be requested to make arrangements so that this Committee is enabled to interact with the Review Committee on issues associated with the arising from the recommendations of the Gujral Committee for Promotion of Urdu.



INTERACTION BETWEEN COMMITTEE OF EXPERTS ON URDU AND NPERC

The Chairman NPERC welcomed the Committee of Experts on Urdu and after mutual greetings and introductions requested Shri Ali Sardar Jafri and his team to make a presentation. Referring to the grave injustice done to Urdu in the last four decades, Shri Jafri stated that Urdu is a national language which is born and brought up in India and is widely spoken by all sections of Indian people belonging to all faiths, castes and creeds. It belongs to the whole nation and has an inter-state character. He particularly referred to the Resolution setting up NPERC which emphasises that special steps are required for a sustained struggle against casteism, communalism and obscurantism. He pleaded that the case of Urdu should not be linked with Sanskrit which is a mother of all languages and Sindhi which is a sister language. He also pointed that although the Three Language Formula was designed to promote national integration, its implementation was defective which stood in the way of Urdu learners. Now when the whole education system was being reviewed, time has come to give Urdu its due place. He hoped that this meeting would be neither the first nor the last and that the interaction between the two nationally constituted Committees would be continuous. He then requested Shri K.K. Khullar to make a presentation to the NPERC.

2. Tracing the history of the Gujral Committee Report from 1975 onward, Shri K. K. Khullar pleaded for a rightful place of Urdu in the education system of the country, particularly by making arrangements for teaching of Urdu at primary stage for those who claim it as their mother tongue and by modifying the Three Language Formula by including Urdu therein. The text of submission made by Shri K.K. Khullar is annexed.

3. Dr. Raj Bahadur Gour referred to the special responsibility of the Central Government for Promotion of Urdu and the Constitutional guarantees given to the minorities by Article 29(1) and 350-A and how, they have been disregarded in the last 40 years. He stated that there are neither any satisfactory arrangements for teaching of Urdu nor for Urdu text-books, nor for Urdu teachers' training. The result is that students are leaving Urdu. Referring to the Three Language Formula he explained how the same has been mal-implemented in the Hindi speaking States. This mal-implementation has resulted in the inequality between the minority and majority languages. He also emphasised the inequality of load in the context of education. The result of this inequality is that Urdu students are being denied admission in the technical and professional institutions. He also gave the details of the stages at which different languages should be taught in the modified formula recommended by Gujral Committee. He further said that there was no literature available in Urdu for NFE, or in the NLM; neither in Kendriya Vidyalayas nor in Navodaya Vidyalays which are set up by Central Government. He also stated that since Education is a Concurrent subject, the Central Government should identify the areas where concurrency has to play its role. He concluded by saying that Concurrency should be used in favour of Urdu.

4. Dr. Khalique Anjum referred to his visits to the States of Uttar Pradesh, Bihar and Rajasthan and stated that the state of Urdu in these states is highly unsatisfactory, in that, even in Urdu medium schools Urdu exists only on paper. He was of the view that there was more illiteracy among the Urdu speaking people than others, and that their continued illiteracy will soon be a national liability. Summing up the case of Urdu on behalf of the Committee, Shri Ali Sardar Jafri called for a new spirit of comradeship and liberality in languages particularly between the two sister languages, i.e., Urdu and Hindi, which have to enrich each other being born of the same mother and having the same roots.

5. Responding to the interaction between the two Committees, Dr. Sukhdev Singh, Dr. Zahoor Qasim, Dr. Vidya Niwas Mishra and Dr. Anil Sadgopal stated that the interaction has helped NPERC to understand and appreciate the case of Urdu much better than before.

6. In his concluding remarks, the Chairman, NPERC, Acharya Ramamoorthy stated that the interaction has been very useful and assured the Committee of Experts on Urdu that they would do their best to accord Urdu its rightful place in the National System of Education.

TEXT OF THE SUBMISSION
MADE BY
COMMITTEE OF EXPERTS
ON URDU
TO
NATIONAL POLICY ON EDUCATION—1986 REVIEW COMMITTEE
(N.P.E.R.C.)

AUGUST 8, 1990





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LIST OF THE MEMBERS WHO PARTICIPATED IN THE INTER-ACTION

1. Shri Ali Sardar Jafri	Chairman
2. Dr. Raj Bahadur Gour	Member
3. Kunwar Mohinder Singh Bedi	Member
4. Prof. Qamar Rais	Member
5. Dr. Khalique Anjum	Member
6. Shri K.K. Khullar	Member-Secretary





सत्यमेव जयते

A NOTE FOR ACCORDING URDU ITS RIGHTFUL PLACE IN THE NATIONAL POLICY ON EDUCATION

The Committee for Promotion of Urdu was appointed by the Government of India Resolution dated May 5, 1972 under the Chairmanship of Shri I.K. Gujral, the then Union Minister of State for Works & Housing to advise the Government on the measures to be adopted for the promotion of Urdu language and the steps required to be taken to provide adequate facilities for Urdu speaking people in educational, cultural and administrative matters.

2. The Government Resolution setting up the Committee stated, inter-alia, "The Government Resolution of 18th January, 1968, on the Languages Policy as adopted by Both the Houses of Parliament emphasised that in the interest of the educational and cultural advancement of the country, it was necessary to take concerted measures for the full development of the 14 major languages of India besides Hindi. The Resolution further enjoined upon the Government to prepare and implement a programme in collaboration with the State Governments, for the co-ordinated development of all these languages so that they grow rapidly in richness and become effective means of communicating modern knowledge. With assistance from Central Government the various State Governments have taken up programmes for the development of the regional languages. Urdu, however, is not the concern of any one State Government or of any community. The responsibility for its development has also to be shared by the Central Government.

It is, therefore, necessary that in addition to the steps already taken, further steps are taken urgently for the promotion and development of Urdu."

3. Prior to its issue, the Resolution was placed before the Parliament by the Union Minister of State for Education Prof. S. Nurul Hasan, on May 2, 1972. Elucidating the background to the formation of the Committee he stated :

"Urdu is an important national language in India. It does not belong to any particular state and is widely spoken in the country by people belonging to all faiths, castes and creeds. It thus belongs to the whole nation and has an inter-state character. The Government of India, therefore, have always been alive to the need of providing adequate facilities for the Promotion of Urdu."

4. Numerically, Urdu occupies the sixth position among the languages of India. According to 1981 census, the number of Urdu speakers is 3,53,23,282.

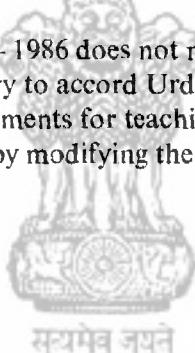
5. The Gujral Committee Report was received in the Ministry of Education on May 8, 1975. It runs into 269 pages and contains 187 recommendations covering a very wide spectrum. The major recommendations of the Report include the amendment of the Three Language Formula, use of Urdu for official purposes where there are 10% or more speakers of Urdu and to provide adequate safeguards for Urdu linguistic minority. Chapter IV of the Report relates to Education (Pages 31 –72 : para 4.1 to 4.370).

6. The Gujral Committee Report was laid on the table of both the Houses of Parliament on 21st February, 1979. The Report was also considered by the Tarraqqi-Urdu-Board in 1979 by a Sub-Committee, which submitted its report in 1982. In 1984 a Standing Committee to watch the progress and implementation of the recommendations of the Gujral committee was set up. In 1989 this Committee was reconstituted. In spite of all that the fact remained that the implementation of the recommendations of the Gujral Committee were slow and tardy.

7. The National Front in its Lok Sabha Election Manifesto 1989 promised that the recommendations of the Gujral Committee should be implemented. On the February 15, 1990, a Committee of Experts to examine the implementation of recommendations of the Gujral Committee for Promotion of Urdu was set up under the Chairmanship of Shri Ali Sardar Jafri. A copy of the Resolution dated February 15, 1990 setting up the Committee and indicating the composition and terms of Reference may kindly be seen at *Annexure I*.

8. In its meeting held on April 9-10, 1990, the Committee of Experts unanimously resolved to have interaction with the NPERC on issues associated with and arising from the recommendations of the Gujral Committee for Promotion of Urdu. These issues include place of mother tongue in primary education (Article 350-A of the Constitution), secondary and university education, Three Language Formula and place of Urdu therein, safe-guards for linguistic minorities guaranteed in the Constitution of India under Articles 29(1), 30(1), 350-A, and 350-B, provision for educationally backward minorities as envisaged in Para 4.8 of the National Policy on Education—1986 and the Chapter XIV entitled “Minorities Education” in the Programme of Action — 1986. Other connected issues are non-availability of Urdu text books, adult education and non-formal education literature in Urdu, correspondence courses in Urdu and provision for research in Urdu language. A copy of the Gujral Committee Report together with a summary of recommendations have already been circulated to the Committee.

9. The National Policy on Education — 1986 does not make any special provision for Urdu. Now when this policy is under review, it is necessary to accord Urdu its rightful place in the education system of the country particularly by making arrangements for teaching of Urdu at the primary stage for those who claim it as their mother tongue and by modifying the Three Language Formula by including Urdu therein.



MINISTRY/DEPARTMENT-WISE POSITION WITH REGARD TO IMPLEMENTATION OF RECOMMENDATIONS OF GUJRAL COMMITTEE FOR PROMOTION OF URDU

MINISTRY OF HUMAN RESOURCE DEVELOPMENT

Department of Education

(i) Urdu organisations are being financially assisted regularly by Ministry of Human Resource Development (Department of Education).

(ii) (a) Adequate facilities have been provided for promoting research and training of Urdu teachers under the auspices of Central Institute of Indian Languages, Mysore, to cope with the demand.

(b) The Institute has introduced schemes of cash incentives to trained teachers who teach Urdu to non-Urdu speaking school children.

(c) It also monitors a scheme of award of prizes to authors writing in Urdu whose mother tongue is other than Urdu.

(d) The Institute has published Urdu Intensive Course, a Course Material in Urdu and Urdu Phonetic Reader. (4.240, 4.241, 4.357, 4.359, 4.360)

(iii) National Council of Educational Research & Training has prepared syllabus, guidelines and syllabi for teaching of Urdu for classes I to XII. Some text-books have already been brought out and others are in the press. NCERT also brings out translations of all the text-books that are prepared by it. The translation is done by Bureau for Promotion of Urdu, but the books are published and distributed by NCERT. Recently, it has also undertaken preparation of syllabi for teaching of Urdu as second and third languages. NCERT has also taken up Urdu Teachers Training Programme for key persons in Orissa and Bihar.

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It has also brought out 15 Supplementary books in Urdu, some of which were originally in Urdu, while others are translations.

(iv) The Bureau for Promotion of Urdu is being strengthened by sanctioning additional posts and introducing new schemes and programmes.

(4.370)

Technical and scientific terminology is also being finalised taking into consideration the international usage of the terms.

(7.58, 7.59, 7.65)

Urdu type and shorthand schemes are being encouraged by providing financial assistance to Voluntary organisations. Bureau for Promotion is also coordinating the work of State Urdu Academies.

(v) Book Promotion

(a) The Copyright Act was duly amended in 1983 and 1984 and a new section 19A was added whereby the Copyright Board has been empowered to hear any disputes between authors and publishers arising out of assignment or any of the terms of the assignments of any copyright. Hence, there is no need to amend the Copyright Act further.

- (b) National Book Trust is publishing Books in 11 regional Languages including Urdu.
- (c) Book Promotion Division has been displaying Urdu books in International Book Fairs/Exhibitions abroad and especially in Arab countries.

Department of Culture

The Sahitya Academy has undertaken the following activities for promotion of Urdu language and literature :

- (i) Urdu is one of the 22 Indian languages recognised by the Sahitya Academy in which the programmes are implemented;
- (ii) awards for creative writing and prizes for translation are given every year;
- (iii) seminars are organised on Urdu writers like one organised recently on Maulana Abul Kalam Azad;
- (iv) besides publication of original books in Urdu, Sahitya Academy brings out Urdu translations of books published in other languages. Translations of Award-winning books are also published in Urdu;
- (v) translation workshops are organised in which practising translators participate;
- (vi) eminent scholars are invited to address the gatherings in the “Meet the Author” programme. Sri Akhtar-ul-Imam and Pandit Anand Narain Mulla spoke recently about their creative experiences. Similarly meetings of Literary Forum are arranged in honour of Urdu scholars/writers;
- (vii) travel grants are offered to authors to enable them to visit regions other than their own to enrich their literary sensibility;
- (viii) under the Cultural Exchange Programme scholars visit other countries on reciprocal basis;
- (ix) reference works like Encyclopaedia of Indian Literature, Who's Who of Indian Writers, Who's Who of Award-winners, etc. carry entries on Urdu litterateurs and literary trends;
- (x) the Library of the Akademi has a separate section for Urdu for the benefit of readers. The reading room of the Akademi gets a number of Urdu periodicals and newspapers; and
- (xi) the Raja Ram Mohan Roy Library Foundation gives financial assistance and professional advice to Voluntary Agencies and Urdu libraries. Emeritus Fellowship is granted to creative and eminent authors including Urdu authors.

UNIVERSITY GRANTS COMMISSION

U.G.C. is already operating a scheme of adult and continuing education on the area based approach whereby literacy programme is conducted in the local language including Urdu. (4.330)

U.G.C. is called providing financial assistance to selected Departments of Urdu in Universities for promotion and development of research in literature and language. It has identified the Urdu Departments of Kashmir University, Aligarh Muslim University and Osmania University for this purpose. Under this scheme, assistance is provided for appointment of faculty members, promotion of faculty members, seminars/symposia, research fellowships, purchase of books etc. (4.357, 4.359, 4.360)

Three Professors have been awarded Emeritus Fellowships.

MINISTRY OF HOME AFFAIRS*

- (i) Census forms and other papers to be used in Urdu speaking areas like Jammu & Kashmir, Delhi have been printed in Urdu.
- (ii) Registrar General of India has agreed to print the publication of census forms and other papers in Urdu in other areas also if the concerned States are prepared to do so.
- (iii) Voters list is also being prepared in Urdu for Urdu speaking areas.

MINISTRY OF LAW

The Urdu version of Constitution of India has been brought out in collaboration with Government of Jammu & Kashmir. So far, 222 Central Acts have been translated into Urdu out of which 204 have been approved by the Working Group in the Official Languages Wing, Legislative Department. Printing of these enactments is under active consideration.

ELECTION COMMISSION

In response to our letter requesting for a Status Report, the Secretariat of Election Commission of India has sent a note to the Ministry of Law & Justice (Legislative Department) requesting that the same may be placed before the Experts Committee on Electoral Reforms and the views of the Committee may be sent to the Commission. A copy of this note has been sent to the Expert Committee which is reproduced below:

“Under Rule 4 of the Registration of Electors Rules, 1960, the electoral roll of each constituency shall be prepared in such form and such language or languages as the Election Commission may direct. The Commission has directed under the above rule that if a linguistic minority of a constituency constitutes 20% or more of the total population of the constituency then the electoral roll of such constituency shall also be prepared in the minority language having regard to the fact whether there is any difference between the script of the minority language and the majority language. If there is no real difference, then it is not necessary to prepare the roll in minority language.”

In August 1980, Shri S. Shahabuddin, Member of Parliament and General Secretary, Janata Party sent a letter through the Ministry of Law requesting the Commission to examine the feasibility of reducing the 20% criterion to 10% for the preparation of electoral rolls in minority languages. The matter was placed before the Conference of Chief Electoral Officers held in December 1980 at Panaji in Goa. The Chief Electoral Officers were unanimous in their opinion that not a single copy of the roll prepared in minority languages had been made use of in many cases and it was a criminal waste to print the rolls in those languages. It was suggested that instead of reducing the percentage to 10, it should rather be raised to 30. According to the analysis made by the Commission, out of 14,157 copies printed in minority languages only 467 were purchased. The expenditure incurred for the printing of the said roll was Rs. 40.62 lakhs whereas the cost realised through sale was only Rs. 1.08 lakhs. Accordingly, it was decided against lowering of the criterion from 20% to 10%.

Urdu at present is used for preparation of the electoral rolls in respect of certain constituencies in Andhra Pradesh, Madhya Pradesh, Maharashtra, Uttar Pradesh and Delhi. Electoral rolls are prepared for assembly constituencies as the unit and accordingly Urdu is used for preparation of the rolls of a complete constituency.

If the criterion is to be lowered, it will have to be lowered in the case of all minority languages and electoral rolls will be required to be prepared in 4 or 5 languages in different States depending upon the number of minority languages spoken in each State. This will lead to extra expenditure in the preparation and printing of electoral rolls and also printing of list of contesting candidates and ballot papers (list of contesting candidates and ballot papers are also prepared in the same language or languages used for electoral rolls).

(5.179)

*Latest position not available. (114)

MINISTRY OF COMMUNICATIONS

Department of Posts had identified three forms, *viz.*, Regd. Acknowledgement (R.P. 54), Money Order (M.O. 8) and V.P. Money Order (M.O. 51) for printing trilingually (Hindi, Urdu and English) for use by public in post offices located in Andhra Pradesh, Bihar, Jammu & Kashmir and U.P., where Urdu is recognised as official language for specific purposes.

MINISTRY OF RAILWAYS*

- (i) Railway Time Table is being printed in Urdu.
- (ii) The names of Railway stations in Urdu speaking areas are indicated in Urdu.

MINISTRY OF INFORMATION & BROADCASTING

(i) Broadcast of regional news bulletins in Urdu has since been introduced from Lucknow and Patna stations.

(ii) The Urdu service of AIR is broadcast on the 100 KW MW transmitter of Jallandhar and as such this area is completely covered with programmes in Urdu.

(iii) AIR has introduced the National Channel and in this provision has been made for broadcast of a 25 minutes programme in Urdu.

(iv) Urdu knowing staff posts are created at stations wherever SIU norms permit.

(v) It is proposed to set up a number of additional transmitters to carry National Channel programmes and this will further enlarge the coverage of Urdu programmes.

(5.210, 5.211, 5.214 & 5.220)

(vi) An internal review of the language of broadcast is done from the communication point of view periodically.

(5.321)

(vii) Festivals of different regions are included in Urdu programmes. Developmental information is also included in these programmes.

(5.215 & 5.216)

(viii) Urdu plays are included in the national programmes of play. (5.217)

(ix) Important Mushairas in which well known Urdu poets participate are covered by AIR stations. (5.219).

(x) As and when the Mushairas are telecast, the name of the writer/poet is shown when the poet appears on screen to recite Urdu poetry. (5.211)

(xi) In the year 1989, PIB issued 12 original features in Urdu on themes which were of interest to Urdu readers. These include features on personalities, New Education Policy, Minorities and Fifteen Point Programme etc. Besides these features, two original features have also been issued during the first quarter of the current year. In addition thereto, 92 and 17 translated features received originally in English were also issued after translation in Urdu from the headquarters during 1989 and the first quarter of 1990 respectively. (5.226 & 5.227)

*Latest position not available.

(xii) The PIB has established an Urdu Unit at the headquarters and nine regional/branch offices of the PIB which supply in Urdu the information about the policies, programmes and activities of the Government of India to the Urdu news papers. All important speeches, statements and messages of the President, Vice-President, Prime Minister and other Union Ministers are also issued in Urdu. Press summaries of the Union General Budget and Railway Budget and Economic Survey are also issued in Urdu. (5.228)

(xiii) The Publication Division is bringing out two journals in Urdu, viz., 'Ajkal' and 'Yojana'. (5.230 & 5.233)

(xiv) Among the films made there are subjects which are directly or indirectly concerned with Urdu language. (5.237)

(xv) As per Government Policy, newspapers/Journals of specialised/technical nature and those published from backward, border or remote areas and having circulation of 500 copies are also empanelled with DAVP for issue of suitable advertisements from time to time. It may not be possible to reduce circulation criteria for papers published in Urdu and for youth, students, children and intelligentsia as it will dilute the publicity return which is the primary consideration of an advertisement. (6.121 & 6.122)

(xvi) Several Urdu newspapers are utilised for UPSC and other appointment advertisements and for announcements and notifications. (6.129)

(xvii) Instructions have been issued to all Secretaries of Government of India emphasising the need for centralising the issue of all Government of India advertisements to newspapers through DAVP. (6.132 & 6.143)

(xviii) Urdu newspapers are publishing Government advertisements in Urdu except UPSC advertisements which are published in English in Urdu newspapers. (6.133)

(xix) The formula for fixation of rates for various categories of newspapers has since been examined in consultation with Ministry of Finance and rates are revised from time to time based on cost of newsprints, production and other over-heads etc. (6.149)

(xx) In the past, the IIMC has organised some workshops for journalists working in Urdu dailies and periodicals. The response of Urdu Press in sponsoring candidates for such workshops was not encouraging. The Institute proposes to organise one/two such workshops every year at different places for imparting training to Urdu journalists.

(xxi) It is also proposed to organise a two-day national seminar/conference on the status of Urdu journalism in India, covering various aspects during 1990-91. (6.165 & 6.167)

(xxii) The Press Council of India has welcomed the establishment of Press Advisory Machinery at the State level and wherever possible, at the district level also, to scrutinise the cases of violation of journalistic ethics or press laws. The composition of such Press Advisory Boards can be decided by the concerned State Governments but newspapers, including Urdu newspapers, wherever they exist, should certainly be adequately represented. (6.185)

(xxiii) The instructions for extending loan assistance to newspapers which satisfy the investment criteria of small scale industries are already there.

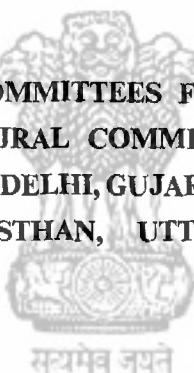
(xxiv) Many items relating to printing machinery being imported to the newspapers industry had been put under OGL and custom duty concessions are available to all registered newspapers including Urdu newspapers.

(xxv) Number of facilities like exemption from payment of customs duty on imported standard newsprints, eligibility for subsidy, etc. are already available to smaller newspapers.



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**CONSOLIDATED REPORT OF SUB-COMMITTEES FOR ON-THE-SPOT ASSESSMENT ON
IMPLEMENTATION STATUS OF GUJRAL COMMITTEE RECOMMENDATIONS IN THE
STATES OF ANDHRA PRADESH, BIHAR, DELHI, GUJARAT, HARYANA, HIMACHAL PRADESH,
KARNATAKA, MAHARASHTRA, RAJASTHAN, UTTAR PRADESH & WEST BENGAL**





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INTRODUCTION

After submission of the Interim Report to the Government on 20th April, 1990, the Committee of Experts deliberated on the status of implementation of the recommendations of the Gujral Committee in the States and Union Territories. The Committee observed that since different versions relating to the progress of implementation of the recommendations of the Gujral Committee exist, it was absolutely necessary to send its representatives to various states to assess on-the-spot and up-to-date position. Accordingly, four Sub-Committees were set up for the purpose. The composition of these four sub-committees is as under :

Sub-Committee No. I

(States : Uttar Pradesh, Bihar and West Bengal)

- (i) Prof. Qamar Rais
- (ii) Shri Ram Lall
- (iii) Dr. Khalique AnjumConvenor

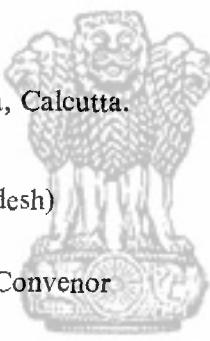
Co-opted members

- (i) Shri Ali Jawaz Zaidi, Lucknow ;
- (ii) Prof. S.S. Dasnavi, Patna ;
- (iii) Shri Shanti Ranjan Bhattacharya, Calcutta.

Sub-Committee No. II

(States : Delhi, Haryana and Himachal Pradesh)

- (i) Kunwar Mohinder Singh Bedi
- (ii) Shri Kashmiri Lal ZakirConvenor



Co-opted members

- (i) Prof. S.R. Kidwai, JNU, New Delhi ;
- (ii) Shri Hira Nand Soz, 271, Sector 7-A, Faridabad-121006.

Sub-Committee No. III

(States : Madhya Pradesh, Rajasthan and Gujarat)

- (i) Kunwar Mohinder Singh Bedi
- (ii) Shri Kashmiri Lal Zakir
- (iii) Prof. Gopi Chand NarangConvenor

Co-opted members

- (i) Shri Rahmat Amrohi, Ahmedabad ;
- (ii) Akhtar Sayyad Khan, Advocate, Inside Itwara, Bhopal.

Sub-Committee No. IV

(States : Andhra Pradesh, Karnataka, Maharashtra)

- (i) Shri Ali Sardar Jafri
- (ii) Dr. Mumtaz Ahmed Khan
- (iii) Shri Raj Bahadur GourConvenor

Co-opted members

- (i) Shri B.N. Raman, Ex-Chief Secretary, Andhra Pradesh, Hyderabad, "Visakha", Road No. 12, Banjara Hills, Hyderabad-500034.
- (ii) Dr. Abdul Sattar Dalvi, Head, Urdu Department, Bombay University, Bombay.
- (iii) Sayeed Manzoor Ahmed, Head, Urdu Department, J.S. College Mysore.

Prof. Gopi Chand Narang, because of his foreign assignment, expressed his inability to function as Convenor of Sub-Committee No. III. This was agreed to. Consequently, Dr. Khalique Anjum, Convenor of Sub-Committee No. I was requested to accept the convenorship of Sub-Committee No. III for the States of Madhya Pradesh and Rajasthan and also membership of Committee No. II. The State of Gujarat was, however, included in the Sub-Committee No. IV of which Dr. Raj Bahadur Gour was the Convenor. These Sub-Committees visited 10 states and 1 Union Territory namely, Andhra Pradesh, Bihar, Delhi, Gujarat, Haryana, Himachal Pradesh, Karnataka, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal. The visit to the State of Madhya Pradesh could not materialise. A consolidated report of the Sub-Committees is given below.

The Sub-Committees visited the states allotted to them on the following dates :

Sl. No.	State/Union Territory	Position of Visit of Sub-Committee
1.	Andhra Pradesh	5—7 July, 1990
2.	Bihar	24— 26 May, 1990
3.	Delhi	30-31 August, 1990
4.	Gujarat	29-30 June, 1990
5.	Haryana	5-6 September, 1990
6.	Himachal Pradesh	24—27 July, 1990
7.	Karnataka	30 July & 1 August, 1990
8.	Maharashtra	1-2 June, 1990
9.	Rajasthan	8—12 July, 1990
10.	Uttar Pradesh	21—24 May, 1990
11.	West Bengal	13—17 June, 1990

The Sub-Committee examined a large number of Government Officers, representatives of Urdu organisations, writers, poets and journalists of Urdu.

Population and Linguistic Break-Up

According to the census of 1981 the total population of various states and its linguistic break-up is given below :

Andhra Pradesh :

Bihar :

Total Population	.	.	.	.	.	69,914,734
Hindi	.	.	.	.	.	55,825,084
Urdu	.	.	.	.	.	6,955,838

Delhi :

Total Population	.	.	.	.	.	6,174,632
Hindi	.	.	.	.	.	4,710,441
Urdu	.	.	.	.	.	362,935

Gujarat :

Total Population	.	.	.	.	.	33,919,882
Gujarati	.	.	.	.	.	30,774,762
Urdu	.	.	.	.	.	609,056

Haryana :

Total Population	.	.	.	.	.	12,873,434
Hindi	.	.	.	.	.	11,427,531
Urdu	.	.	.	.	.	227,264

Himachal Pradesh :

Total Population	.	.	.	.	.	4,084,570
Hindi	.	.	.	.	.	3,787,044
Urdu	.	.	.	.	.	13,264

Karnataka :

Total Population	.	.	.	.	.	52,000,069
Hindi	.	.	.	.	.	657,561
Urdu	.	.	.	.	.	3,512,831

Maharashtra

Total Population	.	.	.	.	.	62,784,171
Marathi	.	.	.	.	.	45,816,753
Urdu	.	.	.	.	.	4,319,067

Rajasthan :

Total Population	.	.	.	.	.	34,315,701
Hindi	.	.	.	.	.	30,685,887
Urdu	.	.	.	.	.	725,402

Uttar Pradesh :

Total Population	.	.	.	.	.	110,549,826
Hindi	.	.	.	.	.	94,144,962
Urdu	10,767,175

West Bengal :

Total Population	54,580,647
Bengali	46,800,314
Urdu	1,200,216



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Official Status of Urdu

Our Constitution mentions 15 languages of India in its VIII schedule. All the languages except Sanskrit, Sindhi and Urdu have the status of official language in their respective regions. The importance of Sanskrit cannot be denied. Sindhi and Urdu are the two modern Indian Languages which have no region of their own.

Numerically, Urdu occupies the sixth position among the languages of India. However, the speakers of this language are spread all over the country in such a way that there is no region where the number of Urdu speakers justifies the status of the official language. The situation regarding the number of Urdu speakers in some states is interesting. For example, if we go by the percentage of population, Urdu speakers constitute only 11% of the total population of Uttar Pradesh but if we go by the number of Urdu speakers, it is 10,767,175 which cannot be ignored. Similar concentration of Urdu speakers exists in Bihar, Andhra Pradesh, Karnataka, Madhya Pradesh, Rajasthan and some other states. It was a long standing demand of Urdu speakers that Urdu should be accorded an official status by the states concerned. Anjuman Taraqqi Urdu (Hind) submitted a representation to the President of India in 1956 requesting him to declare Urdu as the second regional language of Uttar Pradesh in accordance with Article 347 of the Constitution of India. The representation was signed by 22 lakhs Urdu speakers, but all efforts for collection of such a large number of signatures proved to be futile.

Constitution of India provides safeguards to the linguistic minorities under Article 345 and 347. The said articles are as follows :

Article 345

"Subject to the provisions of Article 346 and 347, the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State.

Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution."

Article 347

"On a demand being made in that behalf the President may, if he is satisfied that a substantial proportion of the population of a State desire the use of any language spoken by them to be recognised by that State, direct that such language shall also be officially recognised throughout that State or any part thereof for such purposes as he may specify."

STATUS OF URDU IN SOME STATES

Jammu & Kashmir :

Urdu was declared as official language in Jammu & Kashmir soon after India attained Independence. It would not be out of place to mention that historically Urdu enjoyed the status of an auxiliary official language, in J&K ever before 1947.

Andhra Pradesh :

Jammu & Kashmir declared Urdu as its official language but Andhra Pradesh is the first State of India which accorded official recognition to Urdu. In pursuance of Article 345 of the Constitution, Andhra Pradesh legislature passed the Andhra Pradesh Official Language Act, 1966 by adding Section 7 on July 4, 1977.

Section (7) of the Act Provides :

“The State Government may, from time to time, by notification in the Andhra Pradesh Gazette direct the use of Urdu or any other language or languages, in addition to the Telugu Language in the interest of persons speaking such language or languages in such areas and for such official purposes of the State and for such periods as may be specified in the notification.”

There are eight Districts with an Urdu population of above 10% and five districts with an Urdu-population of 8% and above but less than 10%. The Urdu population of Hyderabad City including Secunderabad (i.e. area covered by Municipal Corporation of Hyderabad) is 35%.

There are quite a large number of Districts, Towns and Mandals where Urdu population is more than 10%. In some cases it is 40% also.

Official Language of the state is Telugu under the Act. However, section (7) of the Act provides for the use of Urdu or any other Minority language, for such official purposes, in such areas and for such period as the Government may specify and publish in the Official Gazette.

The United Action Committee for Urdu (Andhra Pradesh) has represented to this Committee that:

- (a) the Official Language Act of 1966 be amended. Section (7) provides for the official use of Urdu and other minority languages as a sort of interpolation and consequential amendments have not been incorporated ;
- (b) the Act should be amended to provide guidelines for the executive to determine the purpose for the use of Urdu ;
- (c) the section dealing with “definitions” should be suitably amended to accommodate the provisions of Section (7) ;
- (d) Section (5) should be amended to enlarge the powers of the Official Language Commission to provide for the over-seeing of implementation of Section (7) and include in it a representative of Urdu ; and
- (e) Section 7 of the Act should be amended to delete the ‘Time Limit’ for official use of Urdu. The law should list out the minimum purposes for which Urdu shall be used in administrative units where Urdu speaking population is 10%.

Urdu organisations want that the intention of the Legislature should be clear with regard to the provision in Section (7).

They also feel that minimum purposes should be for places with 10% population and in local bodies where Urdu population is 30% or more (Like Municipal Corporation of Hyderabad) the local administration should be both carried out in Telugu and in Urdu.

G.O. No. 472 of July 4, 1977 gave the official purposes for which Urdu was to be used. But subsequently this G.O. was superseded by G.O. No. 371 of June 28, 1988.

The difference may be noted.

Clause (3) of G.O. 472 is missing in G.O. 371. According to clause 3 of G.O. 472 Urdu was to be a Regional Language for purposes of recruitment to Ministerial and Judicial Ministries Services in the Districts of Telangana, Rayalaseema and in Guntur.

The Government has promised to bring out a comprehensive G.O. covering all the aspects of use of Urdu in administration and education.

Bihar

On January 16, 1981 the Bihar Legislative Assembly passed an Act, which is known as Bihar Rajbhasha Amendment Act 1981. The Act provides use of Urdu language in specific areas and for specific purposes. In the beginning, the Government specified 15 districts, but at a later stage 11 more districts were added and finally this provision was extended to all the districts of Bihar.

Specific purposes, mentioned in the aforesaid Act are as follows :

- (i) entertaining petitions and applications in Urdu and replies thereof in Urdu ;
- (ii) receiving documents, written in Urdu by the registration office ;
- (iii) publication of important Government rules, regulations and notifications in Urdu also ;
- (iv) issuing Government orders and circulars of Public importance in Urdu also ;
- (v) publications of important government advertisements in Urdu also ;
- (vi) publication of Urdu translation also of the Gazette ; and
- (vii) important sign posts in Urdu.

However, Urdu speaking people are not satisfied with these minimum purposes as they fall short of recommendations of Gujral Committee in this regard.

Karnataka :

There is no Official Language Act in Karnataka. A Government Order was issued on November 24, 1982 stating that where Urdu population is 15% or more, important laws, rules, Government Orders should be issued in Urdu also. But this is implemented more in breach.

Uttar Pradesh :

Uttar Pradesh also followed suit by making amendments in its Official Language Act to accommodate Urdu for the use of specific official purposes. This amendment is known as Uttar Pradesh Official Language (Amendment) Act, 1989. This provision is not restricted to a few specified districts but is applicable to the entire State.

Notification under the amended law is as follows :

“Official Languages Act provides in exercise of powers under Section 3 of the Uttar Pradesh Languages Act, 1951, the Governor is pleased to order that in the interest of Urdu speaking people, Urdu language shall be used as second official language for the following purposes :

- (i) entertaining petitions and applications in Urdu and replies thereof in Urdu ;
- (ii) receiving documents written in Urdu by the registration office ;
- (iii) publication of important Government rules, regulations and notifications in Urdu also ;
- (iv) issuing Government orders and circulars of public importance in Urdu also ;
- (v) publication of important government advertisements in Urdu also ;
- (vi) publication of Urdu translation also of the Gazette ; and
- (vii) important sign posts in Urdu.”

These minimum purposes are much less than those recommended by the Gujral Committee. Even these have not been implemented.

West Bengal

Although the West Bengal government did not make any amendment in its Official Languages Act to accommodate Urdu, State Government, however, by an executive order No. 20327(100)/CA dt. October 3, 1981 declared that Urdu would be used for specific purposes as Official Language in some divisions namely Calcutta, Asansol and Islampur. Spelling out specific purposes the aforesaid Order says :

“Government of West Bengal has decided that the Urdu language should be increasingly used for official purposes for the benefit of the Urdu speaking population in Calcutta and also Asansol and Islampur sub-divisions.

I am now directed by the Governor to say that the following measures should be implemented by all Departments, Directorate and District Offices of this Government as quickly as possible.

1. Early action shall be taken to grant recognition to the primary and secondary Urdu medium schools which are already functioning and have applied for recognition from Government.
2. Steps shall be taken to purchase Urdu typewriters and to appoint Urdu typists in the Sub-divisional and Block offices in Asansol and Islampur.
Similarly, one Urdu Typewriter shall be purchased and Urdu Typist appointed in each of the Departments of Agriculture, Education, Home, Health and Family Welfare, Land and Land Reforms, Cottage and Small Scale Industries, Panchayat and CD Co-operation Animal Husbandry and VS.
3. After the Urdu typewriters and Urdu typists have been made available all letters received in Urdu must be replied to in Urdu. Similarly, in Calcutta, Asansol and Islampur important Government circulars should be issued in Urdu language also.”

However, it seems that no action was taken on this order because many witnesses complained about the complacency of West Bengal Government regarding the implementation of above-mentioned Executive Order. On July 4, 1983 the State Government sent a circular letter No. 132261 (125)-ICA dt. July 4, 1983 to various Departments stating :

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“As an initial measure for introducing Urdu language for official purposes for the benefit of Urdu speaking population of the state the following measures are being taken :

In the State Head Quarters under the Department of Information and Cultural Affairs an Urdu Correspondence cell has been created. The cell will be headed for the present on part-time basis by Sh. Mohd. Azam an Urdu Sub-Editor of this Department. This cell will be responsible for translation of the correspondence from Urdu into English/Bengali and Vice-versa.

In the districts of 24-parganas, Howrah, Burdwan and West Dinajpur similar sections are going to be created soon.”

The Sub-Committee is at a loss to understand why the State Government's Executive Order was ignored by almost all the departments of the State, regarding the circular.

The State Government's spokesman was unable to explain how one time Sub-Editor was expected to shoulder the responsibility which was expected to be accomplished by four or five persons.

However, the purpose for which Urdu should be used in certain parts of West Bengal are not enough in accordance with Gujral Committee recommendations.

In the rest of the States Urdu has not been accorded any official recognition by amending the official language Act wherever it exists.

II

PRIMARY EDUCATION

In August, 1949, Provincial Education Ministers' Conference passed a Resolution regarding Education through mother tongue. The Resolution states :

"The medium of instruction and examinations at the Junior Basic stage must be the mother tongue of the child."

The Government of India, soon after independence, adopted a definite policy favouring the use of mother tongue at the primary level of education.

Our Constitution has given special importance to primary education through the mother tongue. Article 350(A) of the Constitution spells out :

"It shall be the endeavour of every State and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups ; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities."

In 1956, a Memorandum of safeguards for linguistic minorities was issued by the Ministry of Home Affairs. The Memorandum, making special mention of primary education says:

"The directions which may be issued by the President under Article 350(A) of the Constitution as it is proposed to be enacted into law are likely to be based on the resolution accepted by the Provincial Education Ministers' Conference in August, 1949. The intention is that the arrangements which were generally accepted at this conference should be brought into force in States and Areas where they have not been adopted so far."

The Ministry of Home Affairs, Government of India, in its Press Note issued on July 14, 1958 containing a statement on language, said "facilities should be provided for instruction and examination in the Urdu language at the primary stage to all children whose mother tongue is declared by the parent or guardian to be Urdu."

Provincial Education Ministers' Conference evolved a 10 : 40 formula in 1949. The formula provides for the appointment of at least one language teacher if the total number of pupils belonging to a linguistic minority is 40 in a school or 10 in a class.

All those witnesses who deposed before Gujral Committee during the year 1972 to 1975, expressed their dissatisfaction over the working of the 10 : 40 formula and its implementation. Keeping in view the failure of the working of this formula, Gujral Committee recommended that :

- (i) where in an urban or rural area, such as village, town or municipal ward, Urdu speakers constitute ten per cent of the total population, at least one Urdu medium primary school should be set up. Wherever necessary, the number of such schools may be increased. These schools should not be exclusively of one medium. Efforts should be made to keep Urdu and non-Urdu medium students at the same school to avoid segregation ;

- (ii) in areas at the village or the municipal ward level where Urdu speakers form less than ten per cent of the population, there should be provision of an Urdu teacher in such schools as are likely to get a minimum of ten students. This likelihood will be determined on the basis of the population of the children of Urdu speaking persons of school going age in a particular locality ; and
- (iii) to tide over the immediate difficulty that will arise by a sudden demand for such a large number of teachers, we recommend the appointment of bilingual teachers in the schools mentioned in category (ii) above. The existing staff may also be given incentives to learn Urdu and the incentive may take the form of an allowance or an advance increment or a lumpsum reward. (4.132)

State-wise position of teaching through Urdu medium at primary stage is given below :

Andhra Pradesh

In Andhra Pradesh, primary education covers class I to V. According to the Government statement, there were, in 1987-88, 1135 Urdu medium primary schools in the state where Urdu medium parallel classes were being run.

The Committee observed that as compared to the figures of the previous year i.e. 1986-87, there has been a decline both in the number of schools as well as students. In that year, the figures of schools was 1141 and of schools with parallel class was 1358 (1986-87). There is also a fall in the number of students in the same period from 1,59,505 to 1,38,203.

Bihar

In Bihar, Primary Education covers Classes I to V. The State spokesman apprised this Committee orally that the number of Urdu medium primary schools in their State was 5500.

The Government officers as well as Anjuman Taraqqi Urdu (Bihar) and Urdu representatives informed this Committee that the number of schools in which Urdu was being taught as a subject out-numbered Urdu medium primary schools.

The Convenor of this Sub-Committee wrote to the Education Secretary long before the visit of the Sub-Committee to prepare the statistical data based on the questionnaire, which the convenor sent to him, but the State Government gave the figures orally and did not give anything in writing.

Commissioner for Linguistic Minorities in his report right from 1967-68 to 1984-85 (latest report), has been persistently complaining that Bihar Government does not provide statistical data regarding the number of Urdu medium primary, secondary and higher secondary schools in the state. Many Urdu organisations complained that existing primary schools were not sufficient to cater to the needs of the Urdu Linguistic Minority.

Delhi

There are 83 Urdu medium Primary Schools run by Delhi Municipal Corporation and 12 run by the New Delhi Municipal Committee. One non-official told us that the number of primary schools is inadequate compared to the population of Urdu speakers in Delhi and New Delhi. It was also brought to the notice of the Committee that there are many pockets where the Urdu speakers are in majority but not a single Urdu medium Urdu Primary school exists in those areas.

Gujarat

In Gujarat State, Primary education covers from Classes I to VII.

Classes VIII, IX and X are included in the Secondary schools, and + 2 (i.e. 11th and 12th) are located in High Schools.

There are 29,000 Primary Schools in Gujarat. Among them 161 are Urdu medium schools out of which 92 were in Ahmedabad City alone. Total number of students (boys and girls together) is 48,000.

Looking at the spread of Urdu population, it is evident that more Urdu medium primary schools are required. Urdu medium parallel classes could be opened in Gujarati medium schools. Primary schools are under a statutory body, District Primary Education Committee, under the Panchayat Act. District Primary Education Officer, category is the member secretary of this Committee.

Haryana

There is only one primary school in Sikwara and it is being run by a private organisation. Urdu, however, is being taught as subject in 46 primary schools.

Himachal Pradesh

There is not a single Urdu medium primary school in Himachal Pradesh.

Karnataka

In Karnataka, Primary education covers Classes I to VII and High School is from classes VIII to X. Plus Two (+2) is Junior College and followed by the University education.

The number of Urdu medium primary schools in the state in 21 districts is 2,853 with 4,62,666 students and 11,136 teachers.

However, the non-officials complained that sufficient number of Urdu medium High Schools were not there. In Bangalore itself there was no Urdu medium High School. The officials claimed that they had reached saturation point with regard to High Schools. This was contested by non-officials and also the Minorities Commission representative.

There was a general demand that Urdu medium pre-primary education should be introduced in Balwadis and Anganwadis teaching in Urdu should be set up where there are primary schools.

It was reported that in the area covered by erstwhile Mysore State, the tendency is to opt for English medium and in the areas added on November 1, 1956, the tendency is to go in for the mother-tongue medium.

Since long, the private schools were eligible for grant-in-aid, after completion of three years from date of permission. Currently, as per G.O. No. ED. 87 PGG 85, Bangalore, dated April 18, 1985, the eligibility has been extended to seven years, due to which the minority Urdu institutions are suffering a lot. In the interest of justice to the Urdu minority education institutions, it is essential that they get the grant-in-aid, at least after completion of three years from the date of permission as it was done in the past, though Gujral Committee had recommended relaxation in the case of Urdu Institutions.

One of the basic issues is that of starting of Urdu Balwadis/Anganwadis and Nursery schools attached to main primary schools in Urdu populated localities in the State. This was promised by the previous Government and a G.O. was also issued to open Urdu Centres of Balwadis/Anganwadis in the state, but it was not implemented. There is an urgent need to start Urdu Centres of Balwadis/Anganwadis to properly feed the primary schools.

Maharashtra

In the State of Maharashtra, the primary education covers classes I to V.

In Maharashtra, there are 2,103 Urdu medium schools and the strength of students is 2,29,439 boys and 2,75,715 girls making a total of 5,05,154 students. The number of teachers is 7,521 male and 7,286 female making a total of 14,807 teachers.

The elementary schools are managed by Zila Parishads and Municipal Councils. In addition to these Urdu medium schools, the State has parallel Urdu medium classes in Marathi and Hindi schools. The State has in all 291 schools which run parallel Urdu medium classes. In these classes 15,856 boys and 24,232 girls are studying. On behalf of the State Government of Maharashtra, Zila Parishads manage these schools.

Urdu representatives suggested that the minority schools management should be given permission, without undue delay, to open Urdu medium primary, secondary and technical schools on grant-in-aid basis and the schools run by the Urdu Linguistic Minority should be given grant-in-aid on time.

Rajasthan

In Rajasthan, primary education covers from Classes I to V.

The spokesman of the Department of Education of Rajasthan was not in a position to furnish the statistical data regarding the number of Urdu medium primary, secondary and higher secondary schools in Rajasthan inspite of the fact that the Convenor of the Sub-Committee had sent in advance a questionnaire to the Department of Education with a request to furnish the data.

Anjuman Taraqqi Urdu, Rajasthan conducted an educational survey some time ago. According to the memorandum submitted to the Sub-Committee by the Anjuman Taraqqi Urdu (Rajasthan), there are 150 Urdu primary Government schools in the State out of which only 73 are with Urdu medium and in the rest of the schools, Urdu is being taught as a subject. Anjuman Taraqqi Urdu (Rajasthan) and many other Urdu organisations complained that these facilities are far too inadequate in comparison to Urdu speaking population of Rajasthan.

Uttar Pradesh

In Uttar Pradesh, according to the information provided by the officers of the Department of Education, there are 1375 Urdu medium primary schools to serve a population of 10,767,175 Urdu speakers. Obviously, the number of these schools bears no proportion to the population of Urdu speakers of Uttar Pradesh.

These 1375 Urdu medium primary schools are run by the linguistic minority itself. These schools were previously known as Islamia Primary Schools. Initially these schools were given a partial grant. Presently, they are fully financed by the State Government and are known as Urdu Medium Primary Schools.

It was complained by the witnesses that before 1962 the number of these schools was four times their present strength. It was also alleged that because of the discouragement, discrimination and hostile attitude against Urdu medium schools, the number of these schools gradually declined every year.

According to the 24th report by Deputy Commissioner for Linguistic Minorities the number of Urdu medium primary schools was 1778 in 1983-84, which indicates that there is a decrease of 205 schools in spite of the fact that the population of Urdu speakers has increased in the meantime.

The State Government spokesman informed the Sub-Committee orally that Urdu was being taught as a language subject in 4453 primary schools. However, the Deputy Commissioner for Linguistic Minorities in his report, gives the number of such schools as 3690. This indicates an upward trend.

Regarding these schools Government claims that in every primary school, run by Nagar Palika, one Urdu teacher had been appointed. On the contrary, Urdu representatives complained that there was still a large number of schools where no Urdu teacher had been appointed. Following complaints were also made by Urdu representatives in respect of these schools :

- (i) the Urdu period is not shown in the school time-table. The result is that in most of the schools there are Urdu teachers but they do not find time to teach Urdu and teachers are not willing to teach after school hours;
- (ii) the marks secured in Urdu are not added to the aggregate, which makes the students non-serious about Urdu subject; and
- (iii) curriculum for primary schools, prepared by the Department of Education, does not include the syllabus of Urdu.

In response to a question by a member of this Sub-Committee regarding 10 : 40 formula, a spokesman of the Department of Education told that whenever there were a minimum of 10 students in a class and 40 in the school, arrangements for teaching Urdu as a subject were made. When the spokesman was told that 10:40 formula was modified by Gujral Committee which recommended a provision of atleast one Urdu medium school in areas where Urdu speaking population was 10% and in areas where Urdu speakers from less than 10% of the population there should be provision of an Urdu teacher in such schools as are likely to get a minimum of 10 students, the officer concerned expressed ignorance of this.

West Bengal

In the State of West Bengal, Primary Education covers classes I to V. State Government spokesman informed the Sub-Committee that Primary Education was being imparted through the students' mother tongue. According to the spokesman, the students whose mother tongue is Urdu, have been provided all necessary facilities to get their education in Urdu. There are 220 Urdu medium primary schools in the State. These schools are being run by the District Schools Board in the rural areas, and by the Municipality and District School Boards in the urban areas. Besides, there is a large number of Urdu medium primary schools and Madrasas, which are recognised and fully financed by the State Government. The Government officers were not, however, in a position to specify the number of such schools.

It was complained in a memorandum, submitted by Anjuman Taraqqi Urdu (West Bengal) to this Sub-Committee, that 45 unrecognised Urdu medium primary schools were trying to get the recognition since long. All Bengal Urdu Primary Teacher's Association also submitted a memorandum to this Sub-Committee in which it was complained that in addition to these 45 unrecognised schools there were quite a number of schools which were also unrecognised. It is demanded by these organisations that West Bengal Urdu Academy should give at least Rs. 300 per month to each teacher working in these unrecognised schools, till the time the schools are recognised by the Government.

SECONDARY AND SENIOR/HIGHER SECONDARY EDUCATION

The Provincial Education Minister's Conference observed in its meeting held in August 1949 that :

- (a) "The medium of instruction and examination at the Junior Basic State must be the mother-tongue of the child and where the mother-tongue is different from the Regional or State language, arrangements must be made for instruction in the mother tongue by appointing at least one teacher, provided there are not less than 40 pupils speaking the language in the whole school or 10 such pupils in a class. The mother-tongue will be the language declared by the parent or guardian to be the mother-tongue".
- (b) "At the Secondary Stage, if the number of pupils, whose mother-tongue is a language other than the Regional or State language, is sufficient to justify a separate school in an area, the medium of instruction in such a school may be the mother tongue of the pupils. Such schools, if organised and established by private societies or agencies, will be entitled to recognition and grant-in-aid from Government according to the prescribed rules. The Government will also provide similar facilities in all Government, Municipal and District Board Schools where one-third of the total number of pupils of the school request for instruction in their mother-tongue."

The Ministry of Home Affairs issued a memorandum of safeguards for linguistic minorities in 1956, in which both the above recommendations regarding the education at Secondary level through minority language were endorsed. The Ministerial Committee of the Southern Zonal Council in its meeting at Ootacamund in May, 1959 evolved a 15 : 60 Formula, which is as follows :

"For the purpose of providing facilities for instruction in the minority languages where such facilities do not exist, a minimum strength of 60 pupils in new Standard VIII to XI of the Higher Secondary course and 15 pupils in each standard will be necessary, provided that for the first four years after the commencement of provision of facilities, as strength of 15 in each standard in which the facilities are provided will be sufficient. This figure of 60 for all the standards and 15 for each standard shall be computed separately for each one of the diversified courses and for the academic course; and where different groups of optional subjects are provided in the academic course, separately for each such group of optional subjects."

Keeping in view the difficulties, the Urdu linguistic minority had been facing in teaching their wards through Urdu medium and recommendations made by different agencies on this issue, Gujral Committee made the following recommendations :

"....As we have already taken ten percent of population to be the criterion in the case of primary education, we can further stipulate the provision of secondary and higher secondary education in the Urdu medium on a scale related to the number of primary school leavers. For classes VI to VIII where the constitutional directive envisages that all children should receive compulsory education, we will have to make a special provision for such instruction wherever education has been introduced compulsorily for these classes. On the basis of the estimates made, it may be presumed that two-thirds of the students leaving primary schools would be desirous of moving on the next stage of education. Urdu medium sections in the existing schools should be provided on this basis and Urdu knowing teachers appointed accordingly, in anticipation of students offering Urdu as a medium.

We feel that the opening of such sections will give the Urdu speaking students an opportunity to mix freely in the school and on the playground with students whose mother tongue is not Urdu and will make for greater emotional integration. In our view the emphasis should be on such mixed schools. However, new Urdu medium schools should also be opened wherever necessary. In such Urdu medium schools also there would be provision for parallel sections with the regional language as the medium. As we have indicated in our separate recommendation for Uttar Pradesh, the opening of one Urdu medium higher secondary school for every group of eight to ten primary schools may provide a workable basis for determining the requirements of Urdu medium higher secondary schools in cities with concentration of Urdu speakers.” (4.202)

Andhra Pradesh

There are 191 Urdu medium Upper Primary Schools and 323 schools where Urdu parallel sections exist. There are 94 Urdu medium high schools and 266 schools with Urdu medium parallel classes.

Many representatives demanded the facilities of studying through Urdu medium in schools in areas where Urdu population was 10% as recommended by Gujral Committee and demanded by Anjuman Taraqqi Urdu. It was also demanded that there were many places where Urdu medium schools particularly for girls should be opened immediately.

Bihar

Bihar State Government did not furnish the statistical data regarding Urdu medium secondary and higher secondary schools. Office bearers of Urdu organisations and some Urdu representatives informed the Committee that there was a sizeable number of Urdu medium secondary and higher secondary schools in the state.

Gujral Committee mentioned in its report that “Most of the schools (of Bihar) imparting education through the Urdu medium in the secondary schools or having Urdu medium sections were run by the Linguistic Minority itself.” The situation continues to be the same.

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Delhi

There are five Urdu medium middle schools, 10 secondary and 12 senior secondary schools in Delhi. These schools are run by Municipal Corporation of Delhi. New Delhi Municipal Committee runs only primary schools.

Witnesses brought to the notice of the Committee that more secondary and senior secondary schools are needed. One of the witnesses told the Committee that there are 360 students studying in one Section of Class VI in Fatehpuri in Higher Secondary Schools.

Gujarat

In the entire State of Gujarat there are only two secondary Urdu medium schools that are located in Ahmedabad. Urdu as a subject is being taught in quite a few secondary schools, but the exact number of schools were not made available to the Sub-Committee.

Haryana

There is no Urdu medium secondary or higher secondary school in the State. Urdu is being taught under Three Language Formula in 15 middle, 22 high and 2 senior secondary schools.

Himachal Pradesh

There is not a single secondary or senior secondary Urdu medium school in the State.

Karnataka

The number of Urdu medium High schools in the state is 97 with 29,680 students and 1,047 teachers. But this figure is incomplete as indicated in the officials meeting on August 1, 1990. This does not also include schools where parallel Urdu medium classes are existing.

Performance of Urdu medium students in 1,990 in SSLC Examination appears to be fair enough in languages but weak in Mathematics, Science and Social Sciences.

As compared to total passes in the state in percentage, Urdu medium students who pass is only 37.80% in Mathematics, 31.72% in Science and 51.12% in Social Sciences when the state percentage is 48.33, 48.23 and 73.37 respectively. The results in Mathematics and Sciences are poor in the state. Similar is the case with English where the Urdu medium students' pass percentage is 49.5 while the state percentage is 41.41.

Karnataka Rajya Urdu Teachers' Association, in its Memorandum, has complained that Urdu medium schools are not supplied with syllabus copies in Urdu.

Maharashtra

There are 325 Urdu medium secondary schools in the State. In 129 schools Urdu medium parallel classes are being run.

Rajasthan

There is no Secondary or Higher Secondary Urdu medium school in Rajasthan. In 30 schools, Urdu is taught an optional subject. In 112 Secondary/Higher Secondary Schools (inclusive of 30 Senior Higher Secondary Schools) Urdu is taught as 3rd Language in classes IX and X.

Uttar Pradesh

Secondary Education in Uttar Pradesh covers classes VI to XII. The number of Junior Higher Schools is 18 and they are run by private organisations. Under the scheme of safeguards provided to the linguistic minorities in the country 15 : 60 formula has been evolved.

Arising out of the discussions with the Government officials, it emerged that Uttar Pradesh Government does not provide facilities for instruction at the secondary stage of education through minority languages. The Spokesman told the Committee that the facilities for instruction through Urdu medium exist in the State from Classes VI to VIII, but the number of such schools was however, not provided.

The Spokesman informed that though the facility of instruction through Urdu medium at the higher secondary stage does not exist, yet the students whose mother-tongue is Urdu are provided the facility to answer question papers at the High School and Intermediate Examinations in Urdu also.

Most of the witnesses pointed out that the State Government was not interested in providing facilities for teaching through medium other than Hindi in spite of the fact that there was a substantial number of students who were willing to study through Bengali, Punjabi, Sindhi and Urdu. One of the witnesses pointed out that the facilities to answer question papers at the Higher School and Intermediate examinations exist. But the Department of Education puts so many hindrances in the way of students that schools preferred to prepare their students to take the examinations through Hindi medium. It was also pointed out by the representatives of Urdu organisations that the Government has not issued any order to the schools to maintain advance registers. The result is that there is not a single school in the whole of the state where advance register is kept.

When the parents go to the Headmaster or the teachers concerned to get their ward admitted in the parallel Urdu medium classes, they are told that they can admit their wards only when there are a requisite number of students in the school. Naturally, it is not possible that 40-50 students come together to seek admission and in the absence of the Advance Register one can never know how many students are interested to get admission in Urdu medium parallel classes. It is not possible to assess objectively the demands for instruction through Urdu medium. It was precisely for this reason that Gujral Committee recommended that in the areas where the population of Urdu speakers is 10% or more of the total population, at least one Urdu medium primary school should be set up.

West Bengal

In Secondary education, classes from VI to X are covered. There are 68 Urdu medium Secondary Schools in the state. There are at least 20 English, Hindi and Bengali medium schools where Urdu is being taught as a subject.

It was demanded that Urdu medium High School for girls should be set up in Islampur and Murshidabad.



THREE LANGUAGE FORMULA

In order to provide facilities for teaching a minority language or mother tongue, State Education Ministers evolved a scheme in 1949. Subsequently, the Union Education Ministry in consultation with States formulated a Three Language Formula. This Formula as enunciated in the National Policy Resolution of 1968 and reiterated in the National Policy on Education 1986 provides Hindi, English and modern Indian language (preferably one of the southern languages) in the Hindi speaking states and Hindi, English and the Regional language in the non-Hindi speaking States. This Formula has created many difficulties for Urdu speakers. The major grievance of Urdu speaking linguistic minority is that their children have been denied the facility of mother tongue instruction. The result is that a large number children of Urdu speakers are learning the regional language instead of the mother tongue as the first language. Accordingly, the Gujral Committee recommended the following modified form of three language formula :

(i) In Hindi speaking States :

- (a) Hindi (with Sanskrit as part of the composite course);
- (b) Urdu or any other modern Indian language excluding (a) and
- (c) English or any other modern European language.

(ii) In non-Hindi speaking States :

- (a) Regional language;
- (b) Hindi;
- (c) Urdu or any other modern Indian language excluding (a) and (b); and
- (d) English or any other modern European language.

(4.240)

The Three Language formula, at present in vogue in Andhra Pradesh with a degree of success, may also be adopted as an alternative by the non-Hindi speaking states for Urdu speaking population. The formula is :

- (a) Urdu and Hindi (a composite course);
- (b) Regional language;
- (c) English or any other modern European language.

(4.241)

The Gujral Committee felt that in any formula that is worked out, it should be ensured that students are able to study their mother tongue as well as the official language of the State.

The Statewise position of the languages and the stages at which they are taught is as under :

Andhra Pradesh

According to Government Statement the Three Language Formula in Urdu medium schools is as follows :

Urdu	: From Class I to X
Telugu	: From VI to X. Option to take it in Class III
English/Hindi	: Class VIII to X

But the formula is sought to be amended as follows :

Mother tongue (Urdu)	: From Class I to X
Telugu	: Class V to X
English/Hindi	: Class VI to X

However, United Action Committee for Urdu has demanded as follows :

Urdu	: Class I to X
Telugu	: Class III onwards
English	: From Class VI for all.
Urdu/Hindi (80+20)	: From Class IIII

In the case of Urdu mother tongue students learning through Telugu or English medium Urdu should be introduced from Class III.

Bihar

Bihar State has modified the Three Language Formula in the following manner :

First Language	: Hindi, Urdu, Bengali, Oriya, Maithali and Santhali
Second Language :	: Hindi for non-Hindi students or Sanskrit (for Hindi students)
Third Language	: English

Department of Education is trying to provide teachers for teaching Urdu under Three Language Formula in Secondary Schools.

Urdu as first language is taught under Three Language Formula from classes I to class X in Urdu medium schools. Some witnessses demanded that Urdu should also be taught in classes XI and XII also.

It was also demanded by many witnesses that the facility for teaching Urdu should be provided in non-Urdu medium schools.

Delhi

Three Language Formula implemented in Delhi is as follows :

First Language	: Hindi
Second Language	: English
Third Language	: Sanskrit or any minority language.

Urdu, Punjabi, Sindhi, Bengali, Malyalam, Gujarati, Tamil, Telugu, Persian, Kannada, Arabic and Marathi, are taught as minorities languages. In schools run by minority managements where the medium of instruction is also the minority language concerned, the 1st language taught is the minority language.

The complaint made by the urdu representatives against the implementation of Three Language Formula is that the facility for teaching Urdu is generally provided only to the students whose mother tongue is Urdu. There are very few non-Urdu medium schools where Urdu is being taught as a modern Indian Language under Three Language formula.

Gujarat

Three Language Formula in force in Gujarat in Urdu medium schools is as follows :

1. Mother tongue (Urdu)	From Class I
2. Gujarati	From Class III
3. Hindi/English	From Class V
4. English	From Class VIII
5. Classical language (Sanskrit, Persian or Arabic)	From Class VIII

Thus the students have to learn five languages including a classical language. Option between Hindi and English in Class V and compulsory English from Class VIII appears paradoxical.

It is necessary that in Gujarati medium schools, Urdu minorities should learn Urdu from Class III.

Haryana

Following Three Language Formula is in vogue in Haryana :

First Language	Hindi from Class I
Second Language	English from Class VI
Third Language	Any of the following languages Telugu, Sanskrit, Urdu or Punjabi from Classes VII to VIII.



Urdu as a subject under three language formula is being taught in the schools which are located in Urdu speaking areas.

Currently, Urdu is being taught in Classes VII and VIII.

Himachal Pradesh

First Language	Hindi
Second Language	English
Third Language	Urdu, Tamil, Telugu, Malayalam and Bengali.

Urdu is taught in Classes IX and X under Three Language Formula. Although Malayalam, Tamil, Kannada and Bengali are also taught under this Formula but the Sub-Committee was told that there were only 4 schools teaching these modern Indian Languages. The Sub-Committee is happy to note that Himachal Pradesh is the only state where most of the students whose mother tongue is other than Urdu are learning Urdu under Three Language Formula. All the witnesses were, however, of the opinion that as Urdu is presently taught only in Classes IX and X, the students do not acquire reasonable proficiency in the language. They demanded that Urdu should be taught for three years, *i.e.*, from Classes VIII to X.

Madhya Pradesh

According to material secured by the Sub-Committee, Three Language Formula implemented in Madhya Pradesh is as follows :

First Language	Hindi, English, Marathi, Urdu, Punjabi, Sindhi, Bengali, Gujarati, Tamil, Telugu and Malayalam.
Second Language	Hindi/English.
Third Language	Hindi, English, Sanskrit, Marathi, Urdu, Punjabi, Sindhi, Gujarati, Telugu, Tamil, Malayalam, Arabic, Persian, French and Russian.

Although Urdu has been included in three language formula, Urdu teachers have been provided in very few non-Urdu medium schools. Urdu representatives demanded that Urdu teachers should be appointed in such schools as per requirements.

Karnataka

The Three Language Formula as in force in Karnataka is as follows :

For Kannada Students :

First Language	Kannada from Class I
Second Language	English from Class V
Third Language	Hindi from Class V

For Urdu medium students :

First Language	Urdu from Class I
Second Language	Kannada from Class III
Third Language	English or Hindi from Class V



The defect about this formula as pointed out by the non-officials is :

- for Kannada medium, two languages are introduced in Class V. When Urdu students take a language (Kannada) in Class III. Kannada students could also be brought on par with regard to equitable load distribution;
- Urdu medium students are given option between English and Hindi. This keeps them ignorant of one or the other language. Some have proposed Urdu-Hindi composite course from Class V and English from VI for all students; and
- Kannada is optional from Class III and no examinations is prescribed. The consensus among non-officials was that Kannada should be compulsory from Class III and examination should be held at least from Class IV.

The other point they raised was that the pupils should pass in second and third languages as well as Hindi but the marks should not be counted for determining the rank.

However, the consensus among both officials and non-officials was that a uniform load pattern and stages of introduction of languages should be adopted for the entire country.

Karnataka Rajya Urdu Teachers' Association in a memorandum stated that to make the teaching of Kannada Language effective and favourite in Urdu schools, it is essential to prepare syllabus and text-books of Kannada with easy language and keeping the cultural background of Urdu speaking minority. [This demand was accepted by the previous government on May 23, 1985, in a discussion with this Association, and formed a Committee for this purpose under the Chairmanship of the Director of Public Instruction (PE) in Karnataka, but no work has been done].

The memorandum also stated that to make Kannada Language study effectively implemented, sufficient number of Kannada teachers should be appointed in Urdu schools on par with the pupil-teacher ratio. Presently, irrespective of the strength of section, only one Kannada teacher is posted in Urdu schools. Hence, the Kannada teachers express their inability to cope up with the work.

Maharashtra

The Director of Education told the Sub-Committee that all the students were given primary education (from Classes I to V) only in mother tongue. Three Language Formula is strictly implemented from Classes VIII to Class X. For the students whose mother tongue is Urdu, Three Language Formula in the Urdu medium schools is as under :

First Language	Urdu
Second Language	For Classes VI to VIII, a composite course of Hindi and Marathi
Third Language	English

If a student does not offer this group he can have :

First Language	Urdu
Second Language	Marathi or Marathi + Hindi (Composite) or Marathi + Sanskrit (Composite) or Marathi + Pali (Composite) or Marathi + Ardhamagadhi (Composite) or a Classical language or Marathi + Arabic.
Third Language	English

Facility of teaching Urdu under Three Language Formula is not available in Marathi medium schools.

Rajasthan

Three Language Formula is implemented in Rajasthan as follows :

First Language	Hindi
Second Language	English
Third Language	Any of the following languages : Sanskrit, Urdu, Sindhi, Punjabi and Gujarati.

Uttar Pradesh

Following is the Three Language Formula implemented in Uttar Pradesh :

First Language	Hindi Classes (VI to VII)
Second Language	English or any other Modern European Language Classes VI to VIII.
Third Language	Any language from amongst languages mentioned in Eighth Schedule of the Constitution Classes VI to VIII.

Facility for teaching Urdu under Three Language Formula has been provided only in a few schools. A large number of office bearers of Urdu organisations and Urdu writers, poets, journalists expressed their discontentment about the attitude of the Department of Education in this regard. It was brought to the notice of the Sub-Committee that there was a large number of schools where the number of students willing to learn Urdu is quite sizeable. But the teachers have not been provided by the Department of Education. It was alleged that learning through Urdu medium or studying Urdu as a subject is not encouraged by the Department. It was also complained that there was not a single non-Urdu medium school in which facility of Urdu teaching is provided.

West Bengal

Three Language Formula in West Bengal is as follows :

First Language	Bengali, Hindi, English, Nepali, Urdu, Assamese, Gujarati, Malayalam, Marathi, Modern Tibetan, Oriya, Punjabi (Gurmukhi), Santhali, Tamil, Telugu, Lushai, Sudani—Classes VI to X.
Second Language	English, Bengali, Nepali—Classes VI to X.
Third Language	Bengali, Hindi, Sanskrit, Pali, Persian, Arabic, Latin, Greek, Classical Armenian, French, Russian, Portuguese, Spanish and Italian.

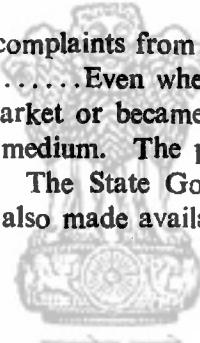


TEXT-BOOKS

Students who are getting education through Urdu medium have been facing great difficulty regarding text-books since long. Many Urdu speakers in different States complained that Urdu text-books published either by State Government or by Private Publishers were not upto the mark. It was also complained that text-books were generally not available on time.

It was brought to our notice in different States that original text-books were written in regional languages and translated into Urdu. The translation in most cases was not upto the mark and terminology used for a specific concept was different from one text-book to another. The result is that a student reads a term for a particular concept in Class VI and in the text-book of Class VII the term for the same concept is quite different, thereby confusing the students. Some of the Urdu speakers were demanding that Urdu terminology for Social and Physical Sciences should be standardised.

Availability of text-books for the Classes I to XII has always been a serious problem in many States. Conceding this problem, the Gujral Committee has made the following comments and recommendations :



"There have been persistent complaints from Urdu speakers about the non-availability of Urdu text-books in several States. Even where Urdu text-books had been published they were not readily available in the market or became available so late that the students in sheer desperation changed over to other medium. The publication of text-books after the academic session has begun is self-defeating. The State Governments must ensure that all Urdu text-books are not only printed but are also made available in the market well before the beginning of the academic session. (4.323)

The distribution machinery for Urdu text-books will also need considerable toning up. Where no such machinery exists, it will have to be created to ensure that the complaints do not recur.

(4.324)

The price of paper has risen steeply and since most of the new text-books in Urdu are printed by the offset process, the cost of printing and of effective improvements in the standard of production have also gone up. For an average student, particularly, if he belongs to a weaker section of the society, it is now extremely difficult to afford such text-books. Government may, therefore, consider subsidizing the production of Urdu text-books. (4.325)

Apart from the quality of production, the quality of translation as also of the contents required attention. There were complaints that translations were being entrusted to people who were not fully competent to undertake the job. It was also brought to our notice that the text-books obtained from other States did not contain material of local interest particularly for the primary and secondary students. There were also deviations from the syllabi prescribed by the borrowing States. It would, therefore, be necessary to examine carefully the books produced by private publishers as also by other States to see if they fully satisfy the requirements of the State concerned." (4.326)

Andhra Pradesh

The Education Secretary stated that there was no problem of text-books for Urdu medium schools. Text-books are nationalised and compiled by NCERT and 70% of them are printed in Government Text Books Press while 30% are printed by Private agencies. However, the Secretary referred to a constraint that lead to some difficulties. He said that the State's requirement of paper for this purpose was 5,900 tonnes. But the Union Government supplied about 2,000 tonnes, which came from Hindustan Paper Corporation at the cost of Rs. 11,000 per tonne. The State Government has to wait upto November or December and then resort to purchase of paper in the open market to bridge the gap. This paper costs anywhere from Rs. 15,000 to Rs. 16,000 per tonne.

The Government published 3.2 crores of books out of which Urdu books would be a few lakhs. For junior colleges, Text-Books are prepared by the Bureau for Promotion of Urdu. So far, first volumes of History, Civics, Economics and Physics have been made available. First volume of Mathematics is under preparation.

Bihar

The only complaint regarding text-books in Bihar is that most of the text-books are not made available to the students on time. It was complained that the text-books were made available so late that the students were forced to purchase the books of Hindi medium.

Delhi

Text-books from Classes I to XII are prepared by NCERT. These text-books are prescribed in the schools run by Municipal Corporation of Delhi and New Delhi Municipal Committee.

86 text-books are prescribed from Classes I to XII but only 45 test-books are available.

Witnesses pointed out that because of lack of text-books and shortage of Urdu medium teachers, the results of Urdu medium schools are being very badly affected.

For example, in Zeenat Mahal School (Evening Shift), 78 girl-students of Class X failed in Mathematics and Science examinations for which text-books in Urdu are not available.

Gujarat

Text books for Urdu medium education are provided by the State Text-book. Some intellectuals told us that these books were sub-standard. But what is amazing and also agonising is that there is no Urdu press anywhere in Gujarat. Books are printed outside or "Kitabat" (calligraphy) is done in Delhi or elsewhere and the books are printed on photo offset in Ahmedabad.

A suggestion has been made that

- (i) the Government should set up Urdu section in its press for printing Urdu text-books and Urdu Academy books etc.; and
- (ii) the Government should assist to set up an Urdu printing press as a small-scale industry.

Haryana

All Urdu text books are available. Text-books prepared by NCERT and Maktaba Jamia are prescribed in the Urdu medium primary school, which is privately run.

Maharashtra

Maharashtra has an independent Bureau of Text Books for the Elementary Education and Board of Secondary Education upto Class X. Special Text-Books for Classes I to VII are prepared by the Text Books Bureau and for Classes VIII, IX and X by the Board.

Rajasthan

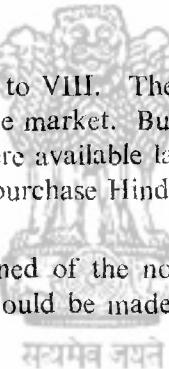
The State Council of Educational Research and Training (SCERT) Udaipur gets the books prepared and Rajasthan State Text Book Board publishes and distributes them to booksellers. This is done in respect of Classes I to V Urdu medium, for all subjects and from Classes VI to VIII for Urdu Language only. New publication of Urdu language books from Classes I to VIII is in progress. Availability of books in other subjects in Urdu is scarce.

Urdu language text-books of Classes IX to XII are approved by the Board of Secondary Education. Invariably books prescribed in U.P. are prescribed in Rajasthan also for these classes. New books of Urdu are scarcely written and invariably, outdated and old books are used. Urdu representatives demanded that the said Board must get them prepared and published as it does for other subjects.

Uttar Pradesh

There are 33 text-books for Classes I to VIII. The Spokesman of the Department of Education stated that all the books were available in the market. But Anjuman Taraqqi Urdu (U.P.) informed this Committee that only 25 out of 33 books were available last year and these books were printed in such a small number that many students had to purchase Hindi medium books.

Many of the representatives complained of the non-availability of text-books. They suggested that Urdu Directorate or Urdu Academy should be made responsible for preparing and printing Urdu text-books.



West Bengal

There are Urdu medium schools from Classes I to XII. State Urdu Academy prepares and prints the books for the students on behalf of the State Government. So far the Academy has published 19 text-books for students from Classes VI to X.

The West Bengal Board of Secondary Education has prepared and published books on Mathematics for Classes VII to X. West Bengal Urdu Academy has published Urdu translation of these books. The Academy has also published the Urdu literature text-books (Muntakhabat-e-Urdu) for Madhyamik (Classes IX-X) examination on behalf of West Bengal Board of Secondary Education.

The Academy has published 8 books for the students of Higher Secondary (Classes XI to XII). This includes Urdu literature text books (Muntakhabat-e-Urdu) for Higher Secondary (XI & XII) published on behalf of the West Bengal Council of Higher Secondary Education.

There are many private business organisations which are publishing text-books for different classes for Classes I to XII and as such there is no dearth of text books in Urdu Language.

TEACHERS

A statement on Language issued by the Ministry of Home Affairs on July, 1958 mentions the shortage of Urdu trained teachers and directs the State Government to make arrangements for the training of teachers in Urdu. Sub-Committee noted that complaints regarding acute shortage of Urdu trained teachers still continued in many states even after thirty two years.

Gujral Committee in its report, recommended that :

- (i) immediate and effective steps should be taken to ensure expansion of training facilities in various States to cope with the demand;
- (ii) keeping in mind the present paucity of trained Urdu teachers, states like Andhra Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal should set up Centres for giving concentrated short-term courses for Urdu teachers as has already been done by the Central Government at Solan in Himachal Pradesh from academic year 1973-74. These special courses should be sponsored and financed by the Central Government;
- (iii) in the remaining States, where facility for teaching Urdu is to be provided, the number of Urdu teachers required is comparatively small and does not justify separate centres. Therefore, in these States Urdu medium sections should be opened in some of the training centres. The Central Government may also set up centres for some such States collectively at suitable places; and
- (iv) all State Governments should conduct a quick survey throughout their States to assess the requirements of Urdu teachers for different stages of education and the number of Urdu teachers that are available to teach Urdu and other subjects through the Urdu medium. A committee of educationists including Urdu teachers from schools and colleges should be associated with the survey. While assessing the present need, it should also attempt a projection of the future needs.

(4.286)

Andhra Pradesh

According to Government Statement, Urdu medium training facilities are provided in seven Govt. Teachers Training Institutions with an intake capacity of 450 per year. And this meets the needs according to officials. The Secretary Education also stated that these schools are exempt from Roster System. However, the non-officials complained of shortage of trained Urdu teachers in many schools and demanded expansion of teachers training facilities in Urdu.

Bihar

The Sub-Committee noted that there is no shortage of Urdu trained teachers in Bihar.

There is reservation for Urdu medium students in the teachers training colleges. Urdu linguistic minority is running quite a few teachers training colleges in the State. These colleges are recognised by the State Government.

Delhi

There is an acute shortage of Urdu trained teachers in Delhi particularly in subjects like Mathematics and Science. In one school 24, and in another, 15 posts of Urdu teachers are lying vacant for the last 2-3 years.

There is a shortage of atleast 150 teachers in 27 Secondary and Senior Secondary Schools.

The Committee was told that there are three teachers' training centres in Delhi (two for B.Ed. and one for Basic training)—one in Delhi University and the other in Jamia Millia Islamia. The Committee was also told that 5 seats in each of these institutions are reserved for urdu medium students. There is no such reservation in basic school training centres while atleast 30 teachers are required every year.

Haryana

There is no shortage of trained Urdu Teachers in the State because there is one Teacher Training Centre at Ferozepur Namak exclusively for Urdu teachers.

Himachal Pradesh

A Spokesman of the Department of Education brought to the notice of this Committee that there was acute shortage of trained Urdu teachers in the State. Urdu representatives complained that the State Government does not take any step for the training of Urdu teachers. It was suggested that retired Government officers and the people of older generation having a fair knowledge of Urdu may be appointed in the schools till such time the trained teachers were available. Their representatives suggested that atleast 5 seats should be reserved for Urdu candidates in each of the five teaching centres run by the Department of Education. It was also suggested by Urdu representatives that there should be refresher courses for Urdu teachers.

Karnataka

Karnataka Rajya Urdu Teachers Association in its memorandum commented that the only training the Urdu Teachers received is the training before taking up the job. But after that they have had no chance to get refresher or orientation training even under the New Education Policy. During the previous three years, not even 10% of the Urdu teachers are covered. They are trained in other languages where matter and content was misunderstood by Urdu teachers. Therefore, the training should cover Urdu teachers also.

There are more than three thousands of Urdu Teachers vacancies in Karnataka since several years Urdu Education is suffering in the State. This requires immediate attention of the Government to fill up these vacancies.

The teachers training institutions in Urdu are there in North Karnataka but there is no such institution in South Karnataka. The general demand was that Urdu section be opened in the existing Teachers training Institute in South Karnataka.

Maharashtra

No specific complaint regarding Urdu teachers has been made by the witness. One representative, however, suggested that there should be Refresher Course for Urdu teachers.

With regard to B.Ed., there are 24 colleges in the State but there is no Urdu medium B.Ed. college. Some representatives suggested that atleast in one college, arrangements should be made for Urdu medium training for minimum 15 students.

Rajasthan

The Spokesman of the State Government was unable to apprise the Committee of the position of Urdu trained teachers and the extent of training facilities in Rajasthan. Facts and figures were also not provided by the Spokesman with the result that no assessment could be made in this regard.

Anjuman Taraqqi Urdu (Rajasthan), however, informed that there was dearth of Urdu trained teachers. The Anjuman also informed that 45 seats in two Schools Teacher's Training Centres and 15 seats in Regional Education College, Ajmer are available for teachers training in Urdu but not in Urdu medium. In Rajasthan 29 first grade, 64 second grade and 557 3rd grade Urdu teachers have been posted.

Witnesses complained that the facilities provided for the training of Urdu teachers is quite inadequate and Urdu trained teachers are not available according to the requirements.

Anjuman Taraqqi Urdu (Rajasthan), in its memorandum suggested that facilities for training Urdu teachers can easily be increased as there are 30 teachers training colleges for B.Ed. and 80 School Teachers Training Centres at Rajasthan. Government of Rajasthan should ask these centres to allocate seats for teachers training in Urdu and Urdu medium as well.

One Urdu representative brought to the notice of the sub-committee that quite a few applications of Urdu minority institutions like Gharib Nawaz Educational and Economic Welfare Society, Ajmer and Anjuman Taleem-ul-Muslemeen, Jaipur have applied many times for permission to open B.Ed. colleges with Urdu medium but their applications have been rejected. If these colleges are set up, there would be no problem of the shortage of Urdu trained teachers in Rajasthan.

Uttar Pradesh

Many complaints were made by the witnesses regarding the shortage of Urdu trained teachers, appointment of teachers and facilities for training the teachers to teach through Urdu medium. Following facts were brought to the notice of the Sub-Committee :

- (i) State Government created 5000 posts of Urdu Primary teachers in 1972 and another 5000 in 1984. It is complained that the number of teachers actually appointed is much less than 10,000 ;
- (ii) a large number of Urdu teachers who were appointed are forced to teach subject other than Urdu. It is also complained that a sizeable number of teachers is not qualified for teaching Urdu or in Urdu. Anjuman Taraqqi Urdu (Uttar Pradesh) in its memorandum submitted to the Sub-Committee, has demanded that a committee should be formed to look into the allegations about the appointment of Urdu trained teachers and their exact work in schools. The Anjuman has also demanded that teachers who are not qualified to teach Urdu should be asked to teach subjects for which they are qualified and fresh appointments of Urdu trained teachers should be made against these posts. The said Anjuman has also pointed out that the State Government announced that the trained teachers would be appointed for junior classes. Instead of appointing fresh Urdu teachers, Department of Education promoted Urdu teachers of basic schools as teachers of junior classes. The result is that a large number of basic schools have no Urdu teachers and the teaching of Urdu has been virtually suspended in a large number of basic schools ;
- (iii) the teachers who are teaching Sanskrit and Art are untrained but their grade is higher than the grade which is being given to Urdu untrained teachers. It was demanded that there should be parity among the untrained teachers irrespective of the subject they teach ;

- (iv) in 1972 and 1984 untrained teachers were appointed in the schools managed by Zila Parishads. But the State Government has not made any arrangement for the training of these teachers who are getting a salary much less than they would have got after training ;
- (v) many witnesses complained that Headmasters discourage those teachers who take interest in the teaching of Urdu. Such teachers are generally transferred to non-Urdu medium schools without replacement. Anjuman Taraqqi Urdu (UP), in its memorandum also complained that State Government had set up 4 Urdu teachers' training colleges at Lucknow, Agra, Mawana (Meerut) and Varanasi, but there is not a single trained Urdu teacher in any of these 4 colleges. The result is that the students lack the proper knowledge of Urdu. No Urdu medium school is affiliated to these training colleges where Urdu students could get practical training ;
- (vi) it is also complained that a grant of Rs. 10,000 per annum is sanctioned to purchase Urdu books for these training colleges, but not a single Urdu book has been purchased ; and
- (vii) there is an acute shortage of Urdu trained teachers in Uttar Pradesh. According to All India Talim Ghar, it has set up U.T.C. Centres in 40 districts. In January 1989, the Chief Minister declared in an Urdu Education Convention that U.T.C. would be recognised for the appointment of Urdu teachers. But State Government has not recognised the U.T.C. so far. Recognition of U.T.C. can solve the problem of shortage of Urdu teachers to a large extent.

The sub-committee notes with satisfaction the recent announcement by the State Government recognising Muallim-e-Urdu Course of Aligarh for appointments of Urdu teachers.

West Bengal

Many Urdu speakers complained that majority of teachers working in primary schools were untrained and getting the salary much less than what trained teachers were entitled to. It was also a general complaint that in many Urdu medium schools a sizeable number of teachers do not know Urdu.

It was demanded that Urdu should be introduced as a subject in all teachers Training Institutes. Anjuman Taraqqi Urdu (West Bengal) has demanded in its memorandum that some seats should be reserved for Urdu candidates in atleast 20 Teachers' Training Institutes giving training to teachers for the Secondary and Higher Secondary Schools. An Urdu organisation "Gulshane Hind" complained that there was arrangement for training boy students but no arrangement has so far been made for girl students. The result is that there is a dearth of female Urdu medium teachers.

INSPECTING STAFF OF URDU DIRECTORATE

It is generally complained that most of the inspecting staff of Urdu medium schools in the States is non-Urdu knowing.

Some of the witnesses bemoaned that non-Urdu knowing staff could not appreciate the problems of Urdu teaching or teachers or students and it is also not in a position to give proper guidance to Urdu medium schools. In view of such complaints made by Urdu speakers, Gujral Committee had made the following recommendations :

“We are of the view that one Joint Director (Urdu) should be appointed in states with a sizeable Urdu speaking population like Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Maharashtra, Andhra Pradesh, Karnataka and the Union Territory of Delhi to look after the Educational problems of the linguistic minority of Urdu speakers. They should essentially be Urdu knowing. The raised status of the Head of the Inspectorate would help quicker solution of problems and removal of difficulties. In states other than those mentioned above, an Urdu knowing officer of appropriate status should be entrusted with the job.” (4.329)

Andhra Pradesh

There is one Urdu Officer in the Directorate of school education but there is an acute shortage of Urdu knowing inspection staff.

Bihar

There is a large number of Urdu medium schools, and the schools in which Urdu is being taught as a subject, but there are no Urdu knowing inspectors in the Department of Education.

Many of the witnesses demanded that Urdu Directorate should be set up at Patna with its offices at district level. Directorate should implement the policy of the State Government regarding the promotion of Urdu and should see that the recommendations of Gujral Committee are properly implemented.

Gujarat

For Urdu Primary School inspectors there is a Primary Training College. Matriculates are eligible to join it, but Urdu medium High School education not being there (except in two schools in Ahmedabad), the feeder line for Urdu medium PTC is poor.

There are only two Assistant Education inspectors for the 92 Urdu Primary schools in Ahmedabad. The teaching conditions and results of Urdu Primary Schools are very poor. The result is that students switching over to Gujarati in Secondary stage are at a disadvantage. A suggestion has emerged that Directorate of School Inspection and Evaluation should be created quite independent of Directorate of Primary and Secondary Education.

Involvement of parents should be attempted through joint meetings of Govt. Officials, Teachers' representatives, Parents' representative and Voluntary organisations to review the results and teaching, find the defects and work out remedial action.

Involvement of parents and voluntary organisations in this process was very much insisted upon by non-officials who met this Sub-Committee.

Haryana

There is no Urdu knowing inspector in the Department of Education in Haryana. Urdu speakers have demanded that at least one Inspector should be appointed for Urdu schools.

Himachal Pradesh

No separate Inspectorate has been set up for Urdu classes. The general Inspectors there to look after the Urdu teaching also.

Karnataka

The particulars of the existing Inspectors of Schools for Urdu schools is $42 + 12$, i.e., 54. The Inspectors under the Directorate of Urdu and other Minority Language Schools (12) are attached to the District Offices (Deputy Director of Public Instructions). The other 42 Inspectors are attached to the office of the Assistant Educational Officer in different districts. There are only two Urdu Educational Officers Posts, one at Head Quarter and one at Gulbarga. The Inspectorate staff is insufficient because the Inspectors of Schools attached to Assistant Educational Officers' Office on an average supervise 3 to 4 Tehsils. This has not enabled detailed inspection and follow up. In the Urdu speaking concentration areas such as, Gulbarga, Bihar, Raichur, Bellary and Karwar, the number of Inspectors of Schools is not adequate. For Supervision and inspection of secondary schools, there are no Subject Inspectors at district Level. There are only three special posts in Joint Director's Office at Gulbarga for the whole of the State.

This Directorate of Urdu and other Minority Languages is functioning under the Commissioner for Public Instruction. The Directorate at present has the following functions:

- (i) inspections of High Schools and Primary Schools, in Urdu and other Minority languages in the State;
- (ii) review of Inspection of Urdu Schools done by Divisional Educational Officers and Inspector of Schools;
- (iii) to receive grievances from the districts and refer them to concerned officers for solving them, as this Directorate has no independent administrative powers;
- (iv) to conduct seminars, in-service training for Urdu and other Minority Language teachers;
- (v) to collect and consolidate information; and
- (vi) to Co-ordinate with Organisations for development of Urdu.

Karnataka Rajya Urdu Teachers Association in its memorandum has commented that before re-organisation of the Education Department in 1968, Urdu schools were under the supervision and administrative control of the Urdu knowing Inspectors of Schools. In the last 22 years the schools are under the control of Officers with no knowledge of Urdu.

In this system, Urdu education and its quality has suffered. Therefore, for effective supervision and administration, Urdu Education should be brought under the Control of Urdu Directorate. This was announced by the previous Government in its budget sessions of the years State Assembly in the 1987 and 1989, but it is yet to be established.

Rajasthan

There is only one Deputy Education Officer at the Headquarters. It is not physically possible for him to inspect all Urdu schools of the State.

It was demanded that Urdu knowing Joint Director, with supporting staff should be appointed.

West Bengal

State Government Spokesman informed the Sub-Committee that the inspecting staff in Department of Education was not appointed on the basis of language. Therefore, there was no separate staff for inspecting Urdu medium schools.

Uttar Pradesh

Uttar Pradesh has set up a Directorate for Urdu in 1989. The Directorate has a supporting staff of about 9 persons. According to the information provided by the staff of the Directorate, no Urdu work has been assigned to them.

In response to a question raised by a member of the Sub-Committee, the Director replied that he did not visit any part of the State only because he had not been assigned the job of inspecting Urdu schools.



VIII

COLLEGE AND UNIVERSITY EDUCATION

Gujral Committee in its report has made the following comments and recommendations regarding the teaching of Urdu at University level:

“...many Universities situated in areas with a concentration of Urdu speakers, did not have full-fledged departments of Urdu. The right of pupils of linguistic minorities to study their mother tongue right up to graduate and post-graduate levels is conceded by all and for the realisation of that right, facilities for teaching of Urdu need to be provided in the Universities and colleges located in areas with sizeable population of Urdu speakers.” (4.340)

Gujral Committee has also recommended:

“....at least one college should be set up in a state for making Urdu a medium of instruction upto the graduate level.”

(4.369)

Andhra Pradesh

There are Urdu medium sections in 38 Junior Colleges and Urdu is taught as a subject in 39 Junior Colleges and 4 private aided Junior Colleges. Urdu medium is provided at graduate level in 4 colleges. Osmania University permits that examination papers could be replied to in Urdu. In 40 Government colleges Urdu is taught as a subject.

Post-graduate, professional and Technical education is exclusively in English. It is proposed to introduce Telugu medium for graduation in humanities in the Telugu University in Hyderabad city.

In 4 Universities and one Central University there are Urdu Departments.

Bihar

The Spokesman of the Department of Education of Bihar informed the Sub-Committee that Urdu was being taught in 656 Degree colleges of Bihar State and there were full-fledged departments of Urdu in all the Universities of Bihar.

Delhi

There are three Universities in Delhi namely University of Delhi, Jamia Millia Islamia and Jawaharlal Nehru University. Arrangements for Post-graduate doctorate degrees in Urdu exist in all the three Universities. Delhi University and Jawaharlal Nehru University offer M. Phil course as well.

12 colleges affiliated to Delhi University offer the facility of studying Urdu upto Graduate level.

Gujarat

There is Urdu Department in Gujarat College which also after Persian language. There is a demand for their separation.

Haryana

There is one private college in which Urdu is being taught as a subject. In Rohtak and Kurukshetra Universities there is arrangement for Certificate Course in Urdu.

Himachal Pradesh

In Himachal Pradesh, there is no Urdu Department in any college or University. Witnesses demanded that Urdu department should be opened in some colleges. They also demanded that Himachal Pradesh University should start certificate and Diploma Courses in Urdu.

It was brought to the notice to the Sub-Committee that the students of Himachal Pradesh have to take MA examination from Punjab University only because no University of Himachal Pradesh has Post-graduate Urdu Department. It was, therefore, suggested that Himachal Pradesh should set up Urdu Department in the Himachal Pradesh University for Post-graduate courses.

Karnataka

There are Urdu Departments in Universities in the State. But Research Chair exists only in a Gulbarga University. There is a demand for it in Mysore, Karnataka and Bangalore Universities also.

Maharashtra

It was reported by the officials that there was no Urdu medium college in the State. Urdu as a subject was taught in Bombay (Krishan Chander Chair), Nagpur, Amravathi, and Marathwada Universities.

When asked whether the students are allowed to answer the papers in their mother tongue irrespective of what the language of tuition is, we were told that such a facility was available for students desiring to answer in Marathi, Hindi or Gujarati in English medium colleges.

Rajasthan

Post-graduate studies, M.Phil and research facilities are available only in Rajasthan and Udaipur Universities and research is also conducted in Government College, Tonk. M. Phil facilities in Urdu in all Post-graduate colleges should be provided.

Jodhpur and Kota Open Universities do not have under-graduate and Post-graduate Urdu Departments. The Departments should be set up there because students of these Universities/Districts cannot go to Rajasthan, Ajmer or Udaipur Universities for studies. There is a demand that Kota Open University should have Urdu faculty/Department.

To improve research standards at least one post of Professor and two or three posts of Readers in Universities of Rajasthan and Udaipur should be created.

Uttar Pradesh

Uttar Pradesh Government supplied a list of the colleges to this Sub-Committee in which Urdu was being taught as a subject. The number of such colleges is reported to be 58. It was also brought to the notice of the Sub-Committee that in most of the Universities of the State, Post-Graduate Urdu Departments were functioning.

West Bengal

At present, Urdu Department exists only in Calcutta University. It was demanded by Urdu organisations of West Bengal that Post-Graduate Urdu Departments should be set up in the Universities of Burdwan and Jadavpur.

Anjuman Taraqqi Urdu (West Bengal), Idara-e-Farogh-e-Urdu and some other Urdu organisations demanded that Urdu should be introduced as a subject in Calcutta Girls College, Harimohan Ghosh College, Ram Mohan College, Surender Nath College and in at least one college of Murshidabad and Kamarpatti each.

IX

URDU TEACHING AND RESEARCH CENTRE, SOLAN

The Central Government is running an Urdu Teaching Centre at Solan under the supervision of the Central Institute of Indian Languages, Mysore. The State Government has provided the building and hostel accommodation.

This Committee visited the teaching centre at Solan and found that there was no proper coordination among the three authorities responsible for running the Centre.

The building provided to the Centre for teaching is very small. There are only two rooms available for teaching while at least 5-6 rooms are required. The same is the case with the hostel. Hostel is supposed to provide living accommodation to 40 students. Present building is a private house acquired on rent and it can accommodate hardly 10 students. The remaining students have to find accommodation in private houses.

The students living in the hostel, told the committee that they were facing great difficulty due to shortage of accommodation in the hostel. The rent of private houses are beyond the reach of the students. There are only five small rooms to accommodate 20 students.

Only the in-service teachers are selected for appointment. Their salaries and stipend are paid by the Central Institute of Indian Languages, Mysore. But it is a general complaint that when a teacher is selected, the Department of Education does not provide his substitute to the school concerned. The result is that the Headmasters do not want to send their teachers to the Centre. The Centre has the capacity of 40 students but it gets hardly 15-16 students every year.

The Centre is also running a correspondence course. Currently, 110 teachers are enrolled for this course. Due to the shortage of administrative staff, justice is not being done to this course.

The present Principal of the Institution is officiating as Principal and no permanent appointment has been made.

Teachers of this Centre have prepared text-books. The manuscripts of these text-books were sent to Central Institute of Indian Languages, Mysore, a few years ago, but the books have not been published so far.

The Central Institute of Indian Languages, Mysore should look into the above deficiencies with a view to improving the situation.

URDU ACADEMIES

On the suggestion of Gujral Committee Urdu Academies were set up in States and Union Territories of Andhra Pradesh, Delhi, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh, Bihar and West Bengal.

Gujral Committee made the following comments and recommendations with regard to Urdu Academies :

“The Committee notices with satisfaction that the States of Uttar Pradesh and Bihar have set up separate academies for Urdu, while the State of Jammu & Kashmir looks after the Promotion of Urdu literature through its Academy of Arts, Culture and Languages. There are other State level Sahitya Parishads or academies in Andhra Pradesh and Madhya Pradesh. We are sure that the claims of Urdu, will receive due recognition soon in Andhra Pradesh, Chandigarh, Delhi, Haryana, Himachal Pradesh, Karnataka, Madhya pradesh, Maharashtra, Punjab, Rajasthan, Tamilnadu and West Bengal. Pending the establishment of such academies there, the State Governments/Administrations should ensure that Urdu writers and scholars within their territories are represented on the existing academies and parishads and are given the same incentives as are available to fellow writers in the official or other regional languages of the States and Union Territories. In some State academies, the representation of Urdu writers is nominal. This should be remedied by providing due representation to them.

(7.69)

The role and effective functioning of the academies has become important in the context of rapid developments taking place on the cultural and literary fronts. Much can be done by the academies to stimulate original writing and research through subsidies or grants. They could offer greater incentives for the writings and publication of books on social and physical sciences and for other functional literature which could prove helpful to readers in the choice of professions and in earning a livelihood.

(7.70)

Indeed, there is a genuine need for general reading material on topics of vital interest to society. Writers must aim at producing literature which will broaden the outlook of readers and modernize their approach to life in general. The Ministries/departments of education and culture at the Centre and in the States, as also the various academies set up all over India, should make it a point to earmark a substantial proportion of their budget for promoting production of specialized literature in various fields.

(7.56)

State academies should also promote the compilation of reference works like bibliographies, biographical dictionaries, encyclopedias, directories, etc. in Urdu and help in the cultivation of closure links between Urdu and other regional Languages. We would strongly urge upon the Union Ministry of Education and Social Welfare and the concerned State Departments to reshape the role of academies on the above lines”.

(7.71)

Andhra Pradesh

Andhra Pradesh Urdu Academy is not active for the last few years. The State Government should set up a review committee to find out the reasons for this inertia. Steps should be taken to reconstitute the Governing Board immediately.

Delhi

The Delhi Urdu Academy is the only Urdu Academy which has set up about two hundred adult education centres in which almost fifteen thousand people are learning Urdu and Hindi. The Academy also provides teachers to those Urdu medium schools which require teachers for teaching various subjects. The academy pays the salaries of these teachers. The Committee recommends that a suitable annual grant should be provided for this important work.

Himachal Pradesh

Himachal Pradesh Academy of Arts, Culture and Languages works for the development of Hindi, English, Punjabi, Pahari and Urdu. Its performance with regard to Urdu is not satisfactory as there is no Urdu knowing staff in the Academy. The Academy brings out a quarterly magazine 'Fikr-o-Fan'. The Editor of the said magazine retired two years back. Since then the post of Editor is lying vacant. Urdu representatives demanded a separate Urdu Academy.

Gujarat

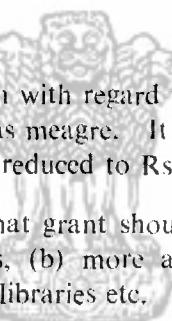
In Gujarat, Urdu, Sindhi and Gujrati Academies work under one umbrella. There are committees for each language, but the performance with regard to Urdu is not satisfactory. The Urdu representatives demanded a separate academy for Urdu.

Karnataka

Some witnesses expressed dissatisfaction with regard to the performance of Urdu Academy. On deeper probing, it turned out that its grant was meagre. It was only Rs. 7.00 lakhs in 1988-89. It was raised to Rs. 7.50 lakhs in 1989-90 and again reduced to Rs. 7.25 lakhs in 1990-91.

The feeling among non-officials was that grant should be enhanced so that the academy could work better by : (a) bringing out more books, (b) more aid to deserving litterateurs and students; (c) taking up research work; and (d) assisting libraries etc.

Rajasthan



साहित्य अकादमी

Rajasthan Urdu Academy is one of the active Urdu academies, but its annual grant is only Rs. 5,59,000. The result is that this Academy is not in a position to do much for the development of Urdu language and literature.

Problems of accommodation for the Academies

All Urdu Academies except the one in Bihar are housed in rented buildings. The Bihar Government constructed a building recently which is shared by Bihar Urdu Academy and Anjuman Taraqqi Urdu (Bihar). Buildings of Madhya Pradesh Urdu Academy and Uttar Pradesh Urdu Academy are under construction. Remaining academies have so far no plans of constructing their own buildings.

Aims and objects of all the academies are almost the same. They are as follows :

- (i) felicitation of Poets and Writers;
- (ii) awards for publication of books;
- (iii) fellowships to Poets and Writers and Financial Assistance to widows of litterateurs;
- (iv) financial Assistance for medical treatment to litterateurs;
- (v) awards to students getting highest marks in Urdu in various Universities and Board Examinations;

- (vi) scholarships to Urdu students;
- (vii) literary competitions among students;
- (viii) literary functions such as Mushairas, Seminars, Conferences and Symposia etc.
- (ix) publication of books;
- (x) publication of Literary Magazines;
- (xi) financial assistance for publications to Poets and Writers;
- (xii) financial assistance to Literary Associations for organising Literary functions;
- (xiii) Urdu teaching Centres;
- (xiv) free supply of Urdu Text-books to poor students;
- (xv) free supply of Urdu learning books through Hindi; and
- (xvi) Urdu Calligraphy Centres.



OFFICIAL USE OF URDU

Ministry of Home Affairs issued a Press Note on July 14, 1958, in which the States were advised to take the following steps for the use of Urdu in administration.

Documents in Urdu should be accepted by all courts and offices without the necessity of translation or transliteration in any other language or script, and petitions and representations in Urdu should also be accepted.

Important laws, rules and regulations and notifications should be issued in Urdu language also in areas where this language is prevalent and which may be specified for this purpose.

Southern Zonal Council held at Ootacamund in May, 1959, considering the use of minority languages for official purpose recommended that :

"The State Reorganisation Commission has recommended that if there is a substantial minority Constituting 30 percent or more of the population of a State, the State should be recognised as bilingual for administrative purposes and that, if 70 percent or more of the total population of a District is constituted by a group which is minority in the State as a whole, the language of the minority group and not the State language should be official language in that district. In districts, municipal areas and smaller units where there are minorities constituting 15 to 20 percent of the population, Government Notices, Electoral Rolls etc. should be printed in both the languages and documents in minority languages should be permitted to be filed in courts. These recommendations were considered by the Committee which noted that there was no single minority group in any of the four States reconstituting more than 30 percent of the total population of the State or 70 percent or more of the population of a district. It observed that neither of the two safeguards contemplated by the State Reorganisation Commission (viz. declaring the State to be bilingual or declaring a language other than that of the majority as the official language of a district) had any application to any of the four States. As regards the suggestion of the Commission regarding recognition of minority languages for specific purposes in a district or a smaller area, it was decided that every municipal town and the non-municipal area of every taluk, should be treated as a separate local area for this purpose and that a list of such local areas where 20 percent of the people of Taluk or municipality spoke a language different from that of a majority language of the State should be prepared for each State. The following steps should be taken in respect of every local area included in the list thus prepared :

- (i) all important Government notices and rules, Electoral Rolls etc. should be published in the minority language or languages;
- (ii) forms etc. to be used in by the public should be printed both in the regional language and in the minority language;
- (iii) facilities for registration of documents in the minority language should be permitted;
- (iv) correspondence with Government offices in the minority language should be permitted;
- (v) permission should be given to file documents in the minority languages in the courts in the area;
- (vi) an endeavour should be made to secure in so far as this may be found practicable with due regard to administrative convenience that officers posted to work in such local areas are persons who, possess adequate knowledge of the minority language."

Gujral Committee also made important recommendations regarding the use of Urdu for Official purposes. The recommendations are as follows :

"Another problem to which our attention was drawn pertains to the publication of notices in Devnagri script in Urdu papers. The witnesses pleaded that the publication of these notices in a language or script which the readers of that newspaper are not expected to know, defeated the very purpose of publication. It was pointed out that the language used in the notices was the same as was prevalent in pre-Independence days. If true, its transliteration into Urdu script at the time of sending it to the newspapers should not present any particular difficulty. As there is still a compliment of bilingual staff in the civil courts and collectorates, the rectification of the position should not present much difficulty. In any case, the text could be got rendered easily into Urdu script through authorised scribes. We recommend accordingly."

(5.160)

"The documents are sometimes filed by a party in his own language and the authorities insist that its authenticated translated copies should also be attached. The Committee has been informed that in some places translation facilities are not available and this causes a great deal of hardship to the parties. The Committee, therefore, recommends that adequate translation facilities should be made available against normal payment, particularly at district and lower levels. The Committee also at the same time feels that sometimes the party may be so poor as to find it hard to pay an additional sum for getting the documents translated. It will meet the ends of justice if in such cases the financial burden of translation is borne by the authorities and not by the party."

(5.163)

"Some of the States, particularly Uttar Pradesh and Haryana were issuing copies in Devnagri script, of the documents written in Urdu. Witnesses pointed out that such transliteration resulted in many errors of spelling and mispronunciation, sometimes making it difficult to place complete reliance on the copy, particularly for official and judicial purposes. Copies should be made available in the script in which the original is written. If necessary, outsiders may be engaged for copying against payment on job basis."

सन्यामेव जयने

(5.164)

Andhra Pradesh

Applications and representations are not received in Urdu. Urdu translation of the Bills is provided, speeches delivered in the legislatures in the Urdu are recorded in Urdu.

The Gazette is also published in Urdu giving important notifications. And the demand is that the official Gazette should be in Urdu also just as it is in English and Telugu. Electoral Rolls are not provided in Urdu. Sign Boards are available in Urdu. But the Road Transport Corporation buses do not indicate the destination in Urdu except a few in Hyderabad City.

Ration cards, Electricity and Water Works or Municipal Bills are not provided in Urdu. The G.O. provides for registration of documents and use of Urdu in the Lower courts in Telangana, Rayalseema and Guntur. It is difficult to assess the position as it obtains. Non-official sources indicated that this facility is not available in actual practice.

Bihar

This Committee is happy to note that Bihar Government has appointed translators at all levels of administration. Urdu typewriters have also been purchased. 1000 translators have already been appointed and the interviews for another 800 such posts are to be held. Applications and representations

in Urdu are entertained by the State Government offices and their replies are being sent in Urdu. Documents written in Urdu are accepted by the registration office. Government rules, regulations, and notifications are not published in Urdu. Government orders and circulars are not issued in Urdu. Urdu translation of Bihar Gazette is not published. Road signs and name plates do not bear the names in Urdu.

Delhi

Some offices of Delhi Administration entertain applications in Urdu and their reply is also sent in Urdu. The Registration Office accepts documents in Urdu. Very few notifications, rules and regulations are published in Urdu. There is an Urdu Cell in the Language Department of Delhi Administration. The Cell is comprised of the Officer, one translator and one Urdu typist. The Gazette is not being published in Urdu. Most of the road signs and name plates bear names in Urdu.

Haryana

State Government offices do not entertain applications in Urdu. There is no translation Cell set up by the State Government. State Government does not publish Gazette in Urdu. Electoral rolls are not published in Urdu. Rules, regulations and notifications of the State Government are also not published in Urdu.

Karnataka

Urdu is not used in lower courts. Even in the Legislature, speeches have to be either in English or Kannada. Sign boards are not provided in Urdu.

Maharashtra

There is no specific provision in the Maharashtra Official Language Act for using Urdu for specific official purposes even in areas the Urdu speaking population is ten percent or more. Applications are not received in Urdu by the State Government offices. Urdu documents are not entertained by the Registration Office. Urdu is not used in the lower courts. If a party insists that the evidence should be recorded in Urdu, then it is translated by a translator. The State Government does not translate rules, regulations and notifications in Urdu. Gazette is not published in Urdu.

Rajasthan

In Rajasthan the Committee noticed that not a single law, rule or notification is published in Urdu. The only exception is the Rajasthan Waqf Rules, 1957 (which the Anjuman translated into Urdu at the request of the Rajasthan Government). The documents pertaining to Haj Committee are not published in Urdu. The Electoral Rolls are not published in Urdu. Name plates are displayed only in Hindi and English. Very few road signs bear the names in Urdu.

Uttar Pradesh

Although Uttar Pradesh has accorded Urdu the status of second official language for specific purposes, no steps have been taken to implement this law. Application in Urdu are not accepted by the offices. If the petitioner insists on submitting petitions in Urdu, the Hindi translation is demanded by the officer concerned. The Registration office used to accept documents in Urdu before independence. This practice still continues. Government rules, regulations and notifications are not published in Urdu. Government orders and circulars of public importance are not being issued in Urdu. The State Government has undertaken the task of publishing the Gazette in Urdu. However, it has so far accomplished the publication of the Gazette upto the year 1986. The current Gazettes are not being published in Urdu. There was not a single name-plate in the Secretariat of Uttar Pradesh. Very few road signs were written in Urdu along with Hindi.

West Bengal

Although West Bengal Government has issued an executive order which stipulates that Urdu would be used in four districts for specific official purposes, this order has not yet been implemented. Petitions and representations in Urdu are not accepted by the Government offices. Documents written in Urdu are accepted by Registration office. Important Government rules and regulations are not published in Urdu. Government orders and circulars of public importance are not issued in Urdu even in areas where the Urdu population is 10 percent or more. Urdu translation of West Bengal Gazette is not published. Important sign boards road-signs and name plates are not exhibited in Urdu.

